DOCUMENT RESUME

ED 131 611 EC 091 805

AUTHOR	Schiefelbusch, Richard L.; Lent, James R.
TITLE	Programmatic Research to Develop and Disseminate Improved Instructional Technology for Handicapped Children. Quarterly Progress Report, February 1, 1974 to June 1, 1974.
INSTITUTION	Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	26-2364
PUB DATE	1 Jun 74
GRANT	OEG-0-71-0449(607)
NOTE	92p.; For related documents, see EC 091 803-804
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Articulation (Speech); Behavioral Objectives; Behavior Development; *Curriculum Development; Exceptional Child Education; *Handicapped Children; *Instructional Programs; *Mentally Handicapped; *Multimedia Instruction; *Reports; *Research Projects; Self Care Skills; Systems Analysis; Systems Approach
IDENTIFIERS	*Project MORE

ABSTRACT

Presented is a quarterly progress report of Project MORE (Mediated Operational Research for Education), a research project developing multimedia instructional programs aimed at specific behavioral deficits among handicapped children, with emphasis on self-care skills for the mentally retarded and articulation therapy in public schools. Major activities and accomplishments, problems, significant findings and events, dissemination activities, capital equipment acquisitions, data collection, other activities, staff utilization, and future activities planned for the next reporting period are recorded for each of four areas of the project: Curriculum Materials for the Mentally Retarded; Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools; Media Support Services; and Systems Analysis. Appended are the vitae of three staff members, and a technical report titled "Instructional Program Evaluation: Goodness of Fit Between Questions and Instruments" (I. Keilitz). (IM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131611

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

QUARTERLY PROGRESS REPORT

Project No. 26-2364
Grant or Contract No. OEG-0-71-0449(607)

PROGRAMMATIC RESEARCH TO DEVELOP AND DISSEMINATE IMPROVED INSTRUCTIONAL TECHNOLOGY FOR HANDICAPPED CHILDREN

Richard L. Schiefelbusch
and
James R. Lent

The University of Kansas, Bureau of Child Research
and
The Parsons State Hospital and Training Center

Parsons, Kansas

June 1, 1974

The research reported herein was performed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education

Bureau of Education for the Handicapped

EC091805

OE Project No. 26-2364 Contract or Grant No. OEG-0-71-0449(607)

Period 2/1/74 to 6/1/74 Date of Submission June 15, 1974

Name of Institution: The University of Kansas, Bureau of Child Research
and
The Parsons State Hospital and Training Center

Name of Project Director(s): Richard L. Schiefelbusch
and
James R. Lent

Bureau of Education
for the Handicapped
Division of Research

Title of Project: PROGRAMMATIC RESEARCH
TO DEVELOP AND DISSEMINATE
IMPROVED INSTRUCTIONAL TECHNOLOGY
FOR HANDICAPPED CHILDREN

1. Major Activities and Accomplishments During this Period
2. Problems
3. Significant Findings and Events
4. Dissemination Activities
5. Capital Equipment Acquisitions
6. Data Collection
7. Other Activities
8. Staff Utilization
9. Future Activities Planned for Next Reporting Period

James R. Lent

R. L. Schiefelbusch

Signature of Contract Officer

Signatures of Principal Investigators

Date

Date

INTRODUCTION

Project MORE is directed toward the development of instructional programs aimed at specific behavioral deficits among handicapped children. The instructional programs are being: 1) empirically validated; 2) organized through the application of systems technology; 3) implemented by optimal, multimedia materials; and 4) disseminated in a way which assures immediate application in educational environments by virtue of their systematic nature and their multimedia format.

This Project is organized to accomplish these objectives through the use of Systems for organization, The Central Office for administrative support, Media for implementation, and through the two programmatic research projects: 1) Curriculum Materials for the Mentally Retarded, conducted by James R. Lent, Ed.D.; and 2) Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools, conducted by James E. McLean, Ph.D. (Reports contained herein are referred to as LENT, McLEAN, MEDIA, and BUDDE.)

TABLE OF CONTENTS

Curriculum Materials for the Mentally Retarded (Lent)
- Major Activities and Accomplishments During This Period 1
- Problems 10
- Significant Findings and Events 11
- Dissemination Activities 18
- Capital Equipment Acquisitions 19
- Data Collection 20
- Other Activities 22
- Staff Utilization 26
- Future Activities Planned for Next Reporting Period 27

Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools (McLean)
- Major Activities and Accomplishments During This Period 28
- Problems 31
- Significant Findings and Events 32
- Dissemination Activities 33
- Capital Equipment Acquisitions 34
- Data Collection 35
- Other Activities 36
- Staff Utilization 37
- Future Activities Planned for Next Reporting Period 38

Media Support Services (McLean/Thompson)
- Major Activities and Accomplishments During This Period 39
- Problems 45
- Significant Findings and Events 46
- Dissemination Activities 47
- Capital Equipment Acquisitions 53
- Data Collection 54
- Other Activities 55
- Staff Utilization 56
- Future Activities Planned for Next Reporting Period 57

Systems Analysis (Budde)
- Major Activities and Accomplishments During This Period 58
- Problems 60
- Significant Findings and Events 61
- Dissemination Activities 62
- Capital Equipment Acquisitions 63
- Data Collection 64
- Other Activities 65
- Staff Utilization 66
- Future Activities Planned for Next Reporting Period 67

Appendix A (Vitae) 68
Appendix B (Technical Report #1) 72

1. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

Design and development, including mediation and dissemination, has progressed steadily and systematically during this reporting period. The personnel of the Curriculum Materials for the Mentally Retarded component of Project MORE have been testing all new programs with the How To Do MORE manual which was developed during the last quarter (see Major Activities, Media Section). The combination of program content in one text and general program strategies for teaching in another text is a feasible approach. This approach was described in the Quarterly Report dated January 31, 1974.

PROGRAM ACTIVITY

Following is a summary of program activity during this reporting period. Figure 1 shows the status of each program.

How To Do MORE

This manual, which includes details of Project MORE teaching strategies and procedures, was completed and sent to the publisher during this reporting period. It has been printed and is currently being disseminated.

Hair Rolling Program

This program is currently being disseminated. The program will be revised during the next reporting period, prior to reprinting.

Toothbrushing Program

The original printing of the Toothbrushing Program is currently being disseminated. The program was revised during the last reporting period to coordinate with the How To Do MORE manual and is ready for reprinting when the supply of original copies is depleted.

Eating Skills for Daily Living Program

Final preparations were made on this program and it was sent to the publisher. It is now ready for printing and dissemination.

Complexion Care Program

This program was completed and sent to the publisher during this period. It is ready for printing and dissemination.

Face Shaving Program

This program was also completed and sent to the publisher during this period. It is ready for printing and dissemination.

Leg and Underarm Shaving Program

This program was completed and sent to the publisher during this period. It is ready for printing and dissemination.

Hair Washing

This program is being revised to coordinate with the How To Do MORE manual. It will be sent to the publisher during the next reporting period.

Hand Washing

This program is ready for final mediation and will be sent to the publisher during the next reporting period.

Nose Blowing

Final mediation of this program was completed during this period and it is ready to be mailed to the publisher.

Use of Deodorant Program

This program is being revised to coordinate with the How To Do MORE manual. It will be sent to the publisher during the next reporting period.

Ironing Program

This program is undergoing format revisions.

Showering Program

Revisions in this program have been started. Final mediation should be begun during the next reporting period.

Feminine Hygiene Program

This program underwent testing during this quarter. On the basis of the data analysis, revisions were made and a new prototype was printed. The second testing is now underway.

Care of Simple Injuries Program

Unit I - Applying Cream Antiseptic to an Injury. A prototype version of this program was produced and underwent field testing and data analysis. It is currently in final mediation and will be ready for publication by the next reporting period.

Unit II - Applying an Adhesive Bandage on the Body or Leg. Mediation of a prototypical program was completed. Field testing and data analysis were completed during the last quarter. It is ready for final mediation.

Unit III - Applying an Adhesive Bandage on an Arm or Hand. Mediation of a prototypical program was completed. Field testing was completed recently, and this unit is now in data analysis.

Units IV and V - Using Gauze and Tape on the Body or Leg and Using Gauze and Tape on an Arm or Hand. Mediated prototypes for these two units were completed and they are now undergoing field testing.

Nail Care Program

Pilot testing was completed. A mediated prototype was prepared and the first part, Care of Fingernails, is being field tested. The second part, Care of Toenails, is scheduled for field testing in June.

Use of Telephone Program

Unit I - Answering the Telephone. Pilot testing was completed, and the first prototype for field testing was printed. The program is currently in field testing on an individual basis. It is also being pilot tested for use with a small group.

Unit II - Dialing a Seven-Digit Number. Pilot testing on an individual basis was completed, and the program is undergoing mediation. It will be field tested during the next quarter. Pilot testing with small groups has begun.

Unit III - Reporting Emergencies. Pilot testing has been completed on an individual basis and this unit is scheduled for mediation of a prototypical copy during the next reporting period.

Unit IV - Using Pay Telephones. This unit is currently in task analysis.

Unit V - Dialing a "One Plus" Number. Task analysis and pilot testing on an individual basis have been completed. The program will be prepared for mediation of a prototype during the next reporting period.

Unit VI - Dialing Directory Assistance. The task analysis for this program was completed. It is currently in pilot testing on an individual basis. This will be completed during the next quarter and it will be prepared for mediation of a prototype for field testing.

Care of Eyeglasses Program

The rough draft of this program was mediated and field tested. Data from the field tests were analyzed, and the program is scheduled for final mediation during the next reporting period.

Use of Public Restrooms Program

Units I - IV - Behavior Inside the Booth. Task analysis and decisions on teaching strategy were completed. The program is now in pilot testing. Three of the four parts have been pilot tested, and are being prepared for mediation of a prototype, which will be completed during the next reporting period. Separate programs are being tested for males and females.

Units V - VII - Finding a Restroom. Task analysis and the development of a teaching strategy are currently being done. These endeavors will be completed during the next reporting period.

Use of Bathroom Facilities

This program is designed to give students the prerequisite skills they need for the Use of Public Restrooms Program. Task analysis, decisions on the teaching strategy, and approval by the Advisory Committee on Human Experimentation at Parsons State Hospital and Training Center were completed. The program is in pilot testing, which should be completed during the next reporting period.

Calling a Physician

This program is a prerequisite to the Care of Burns Program. It has undergone task analysis, decisions on teaching strategy were made, and it has been approved by the Advisory Committee on Human Experimentation at Parsons State Hospital and Training Center. Pilot testing has been completed. It is now scheduled for mediation of the rough draft during the next reporting period.

Care of Burns Program

Three units of this program are scheduled for pilot testing during the next reporting period.

Direction Following Program

The task analysis for this program was completed, and decisions were made on the teaching strategy. The Advisory Committee on Human Experimentation at Parsons State Hospital and Training Center has approved the program and pilot testing will begin in June.

Eye Contact

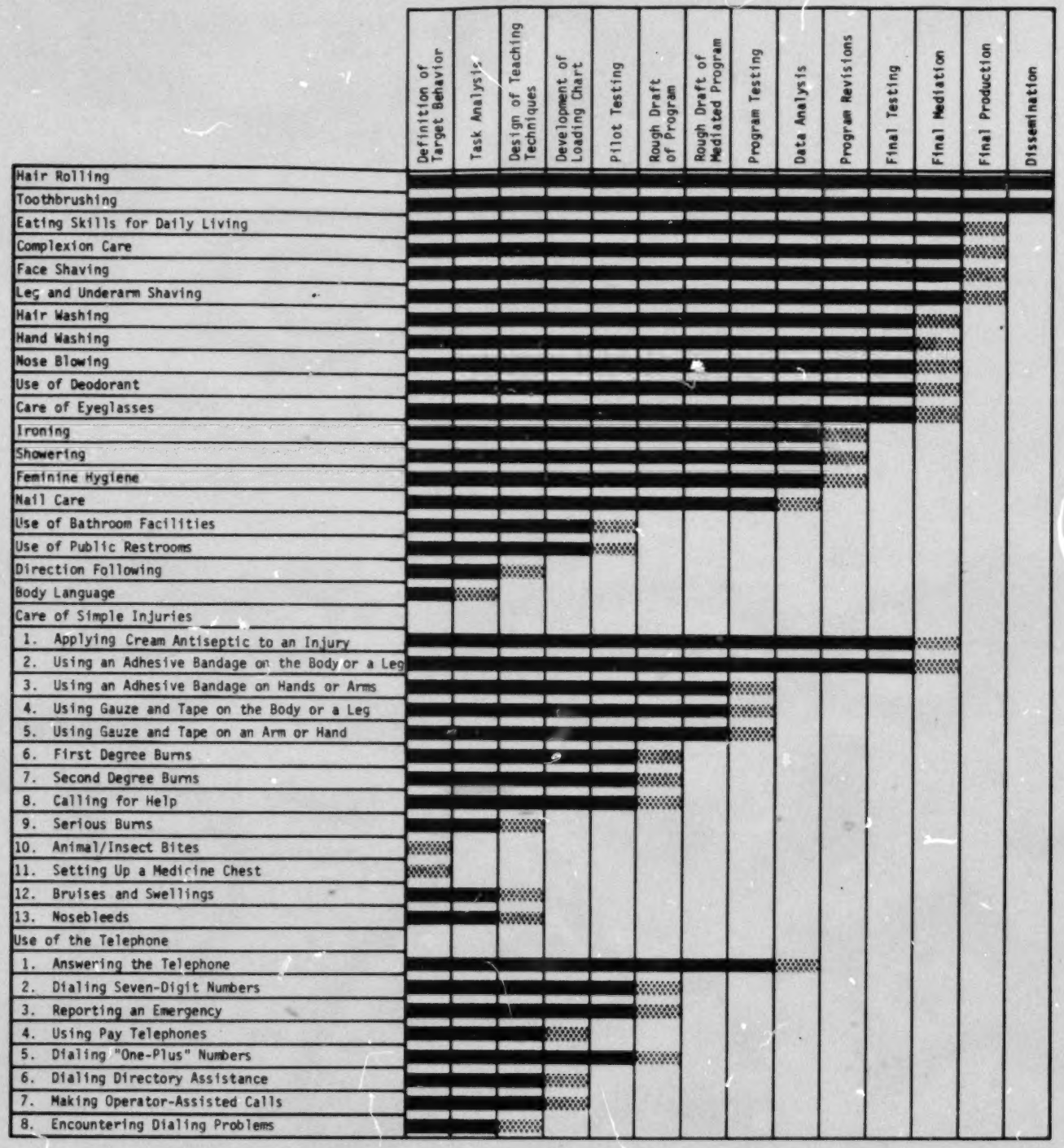
This program is currently undergoing task analysis. The task analysis and decisions on the teaching strategy will be completed during the next reporting period.

Body Language

This program is currently undergoing task analysis. Task analysis will continue during the next reporting period.

Program Design and Development

PROGRESS ON 40 PROGRAM UNITS AS OF JUNE 1, 1974



Completed Activities as of June 1, 1974

Activities in Progress

©1974 by The University of Kansas (Project MORE)

6

Response to Criticism

Preliminary need and feasibility assessment were completed, and task analysis has begun.

WORKSHOP ACTIVITIES

The workshop activities during this quarter concluded the inservice training for special education teachers in the University of Kansas Special Education Instructional Materials Center (KU/SEIMC). The format of the first generation workshops continued to include the Project's background, experience in program development, teaching strategies, reinforcement techniques, and data collection systems for the programs. First generation workshops were presented on February 4 in Aberdeen, South Dakota; February 13 in Glenwood, Iowa, and February 14 in Woodward, Iowa. Approximately 50 participants attended these sessions.

Five follow-up workshops were held in states with sufficient population to merit them. These workshops were conducted on February 9 in Lincoln, Nebraska; February 25 in St. Louis, Missouri; March 1 in Kansas City, Missouri; April 10 in Glenwood, Iowa, and April 11 in Woodward, Iowa. Approximately 85 participants attended these follow-up workshop sessions.

This follow-up workshop format included interaction between the participants and the Workshop Director concerning problems and successes the participants encountered in their six-week use of a Project MORE program. All participants expressed the opinion that these discussions were most helpful and reinforcing to them as trainers. The information retrieved from Use of Program evaluation forms, which are filled out by all participants at follow-up workshops, is being scrutinized by the Project's Assistant Director and the Workshop Director for ideas and information which will improve both program design and workshop format.

Follow-up workshops also included training participants so they could act as workshop leaders and conduct second generation workshops. Sessions included a review of the Project's techniques and programs, a review of audiovisual materials, and actual practice in making presentations.

Second generation workshops, led by previous workshop participants, were conducted during March, April, and May. Packages of necessary materials including the Project MORE slide show, transparencies, kinescope, workshop manuals, and Project MORE programs were provided for each second generation workshop leader. Twenty-five second generation workshops were conducted in three states for approximately 150 participants. The workshop packages have been retrieved by the Workshop Director, as well as evaluation sheets on the Use of the Workshop from the second generation leaders. These evaluation forms are being studied by the staff as important retrieval data for workshop format revisions.

Workshop Presentations

Two national convention presentations were also given during the quarter by the Project Director, Director of Media Services, and Workshop Director. On March 13, a three-hour workshop presentation was given at the national Educational Technology Publications convention in San Francisco. A two-hour presentation was given at the International Convention of the Council for Exceptional Children in New York City on April 17. Approximately 600 people attended these sessions.

Two other workshops were given during this quarter as a result of direct requests to the Project. The Workshop Director gave a half-day workshop at Columbia, Missouri, on May 4 for the teachers served by the University of Missouri Special Education Instructional Materials Center. Thirty-five EMR teachers and regular classroom teachers attended this workshop. A one-and-a-half day workshop was held at Alton State Hospital in Alton, Illinois,

May 23 and 24. Twenty unit trainers of the Holly Center, for the mentally retarded, attended these sessions. Both of these workshops followed a modified version of the workshop format to fit the different time spans and audiences.

A half-day workshop was also given at the first meeting of the Project's advisory board on May 16. Along with the members of the advisory board, the Project invited the Superintendent of Parsons State Hospital and Training Center, Director of the University Affiliated Facility, Project staff members, Bureau of Child Research staff members, and a parent of a Parsons State Hospital and Training Center resident to participate in this workshop. Again the workshop format was modified to familiarize the participants with the workshop format and program techniques.

2. PROBLEMS

Three problems have confronted the Project during this last quarter:

1. Developing the task analysis of the new social skills programs,
2. Devising a method for testing Use of Telephone Program, Unit Four - Using Pay Telephones, and
3. Ensuring that program development can be continued past the current funding period.

Social Skills Programs

Several of the programs that were begun during this reporting period involved social skills. Definition of what the community expects as normal behavior in the area of social skills is a complex matter. New procedures for evaluating the necessary skills are being developed. The skills for the Body Language Program are being placed in a specific stimulus situation (an employment interview) and judgments are being sought by interviewers not associated with retardation.

Use of Telephone Program, Unit Four - Using Pay Telephones

In order to develop a useable program for Using Pay Telephones, the Project has to ensure that equipment necessary to teach the skills is available to users of the program. Discussions are currently being conducted with the Bell Telephone Company about the feasibility of a mock pay telephone for Bell's teletrainer. Preliminary results of these discussions are encouraging.

Continuing Program Development

The technology that Project MORE has developed over the last three years has produced a viable system for program development. The current funding picture is cloudy, and Project personnel are involved in examining sources of funding.

3. SIGNIFICANT FINDINGS AND EVENTS

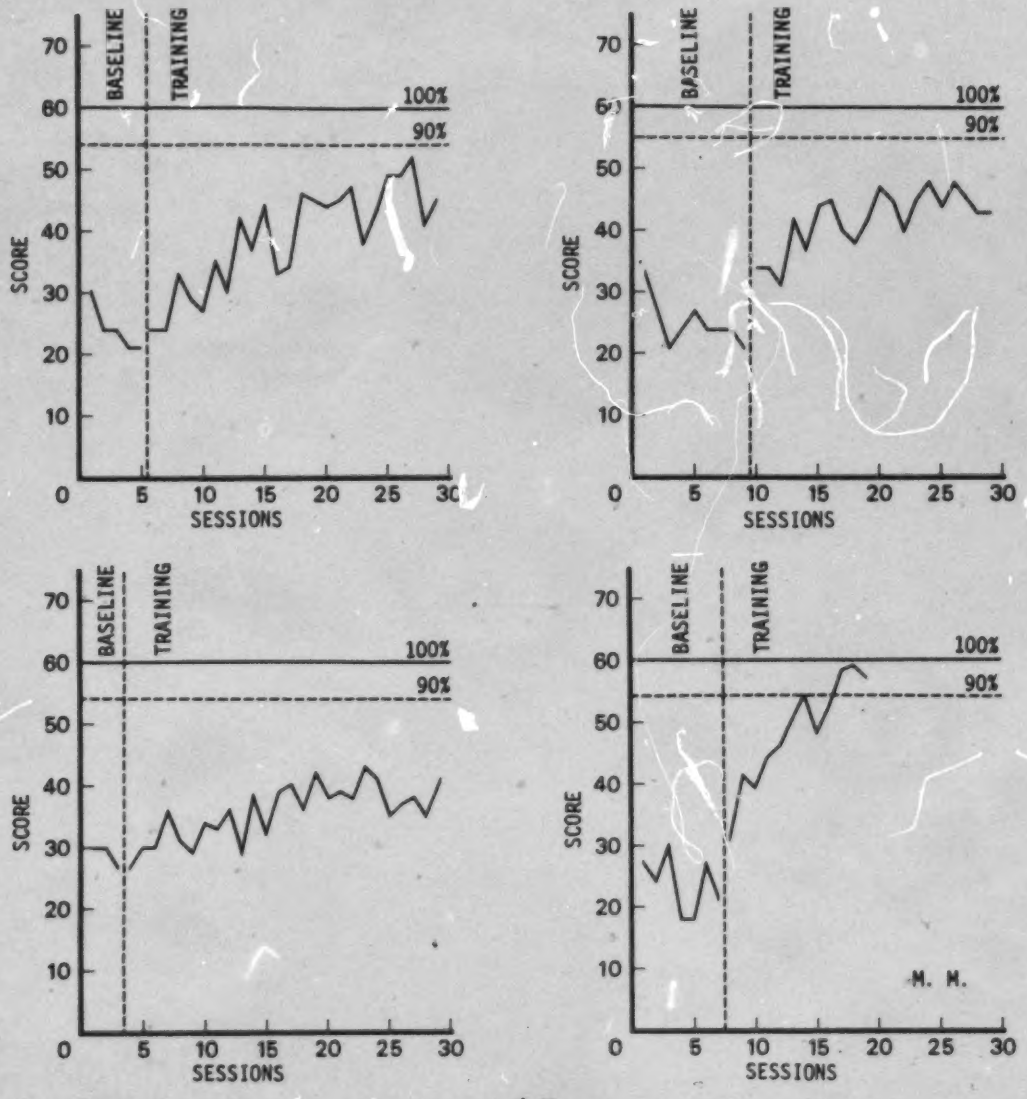
During this reporting period field studies were completed with the following programs:

1. Feminine Hygiene Program,
2. Care of Simple Injuries Program (Units I, II, and III),
3. Care of Eyeglasses Program, and
4. Use of Deoderant Program.

A multiple baseline design was used in all field studies. The results of these field studies are presented on the following pages in terms of graphs for individual students and a brief discussion.

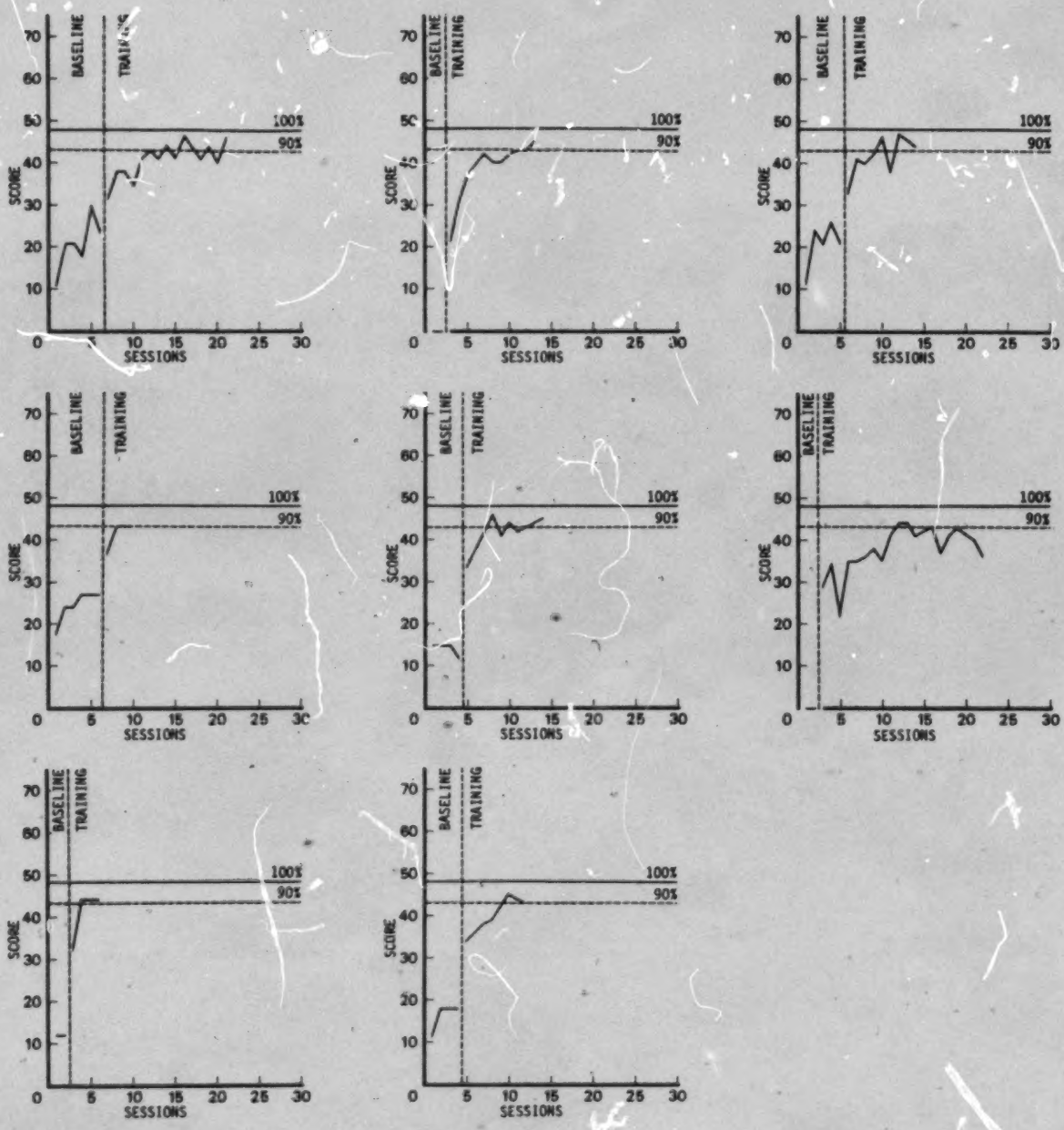
Feminine Hygiene Program

Four students participated in Field Study #1. Because of constraints of scheduling trainers and resources the number of subjects in the first field study was relatively low. Data analyses indicated only one student (M. M.) had reached acquisition criterion. Performance of the other three students showed stability below criterion. The data from the four subjects in Field Study #1 suggested necessary revisions. Field Study #2 with the revised program is currently underway.



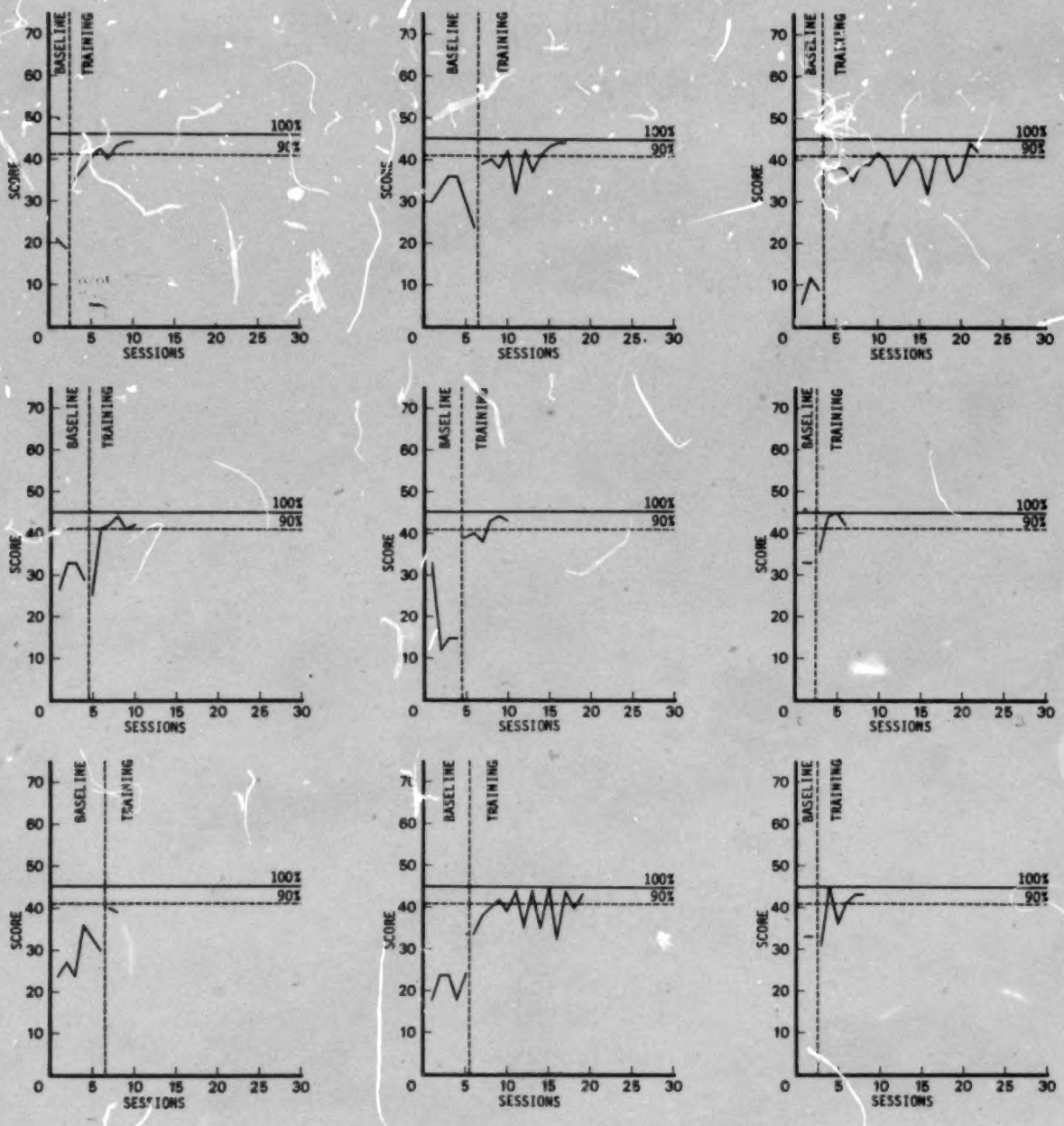
Care of Simple Injuries

Unit I - Applying Cream Antiseptic to an Injury. In Field Study I, seven out of eight students met criterion within 20 days. Item analyses of program content demonstrated that item revision was unnecessary. The program was sent to Media for final mediation.



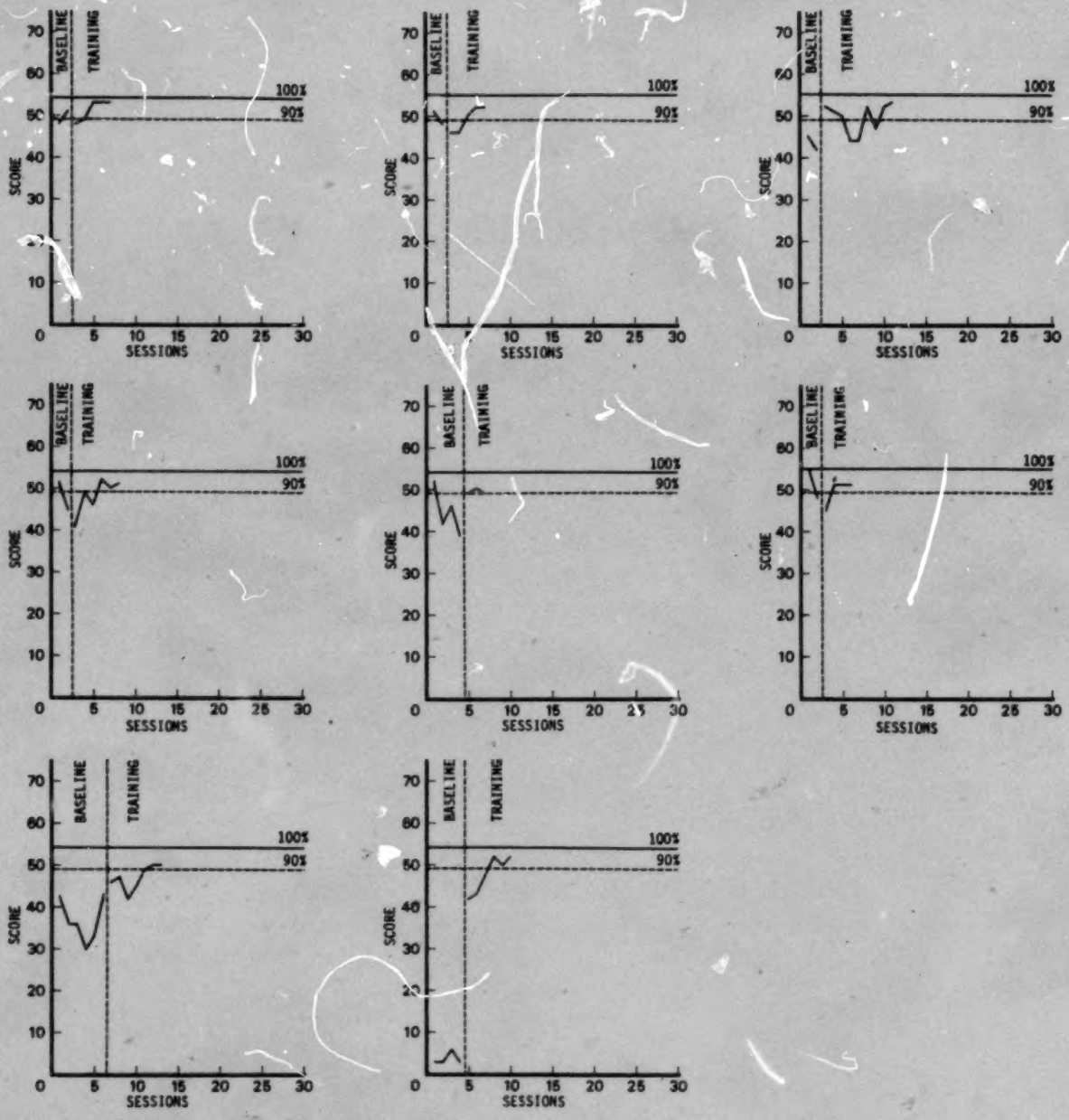
Care of Simple Injuries

Unit II - Applying an Adhesive Bandage on the Body or a Leg. Nine students were involved in this field study. Eight met criterion in less than 20 days, and the ninth student left the facility for an extended home visit after two days of training. Data analysis revealed one step of the program required revision.



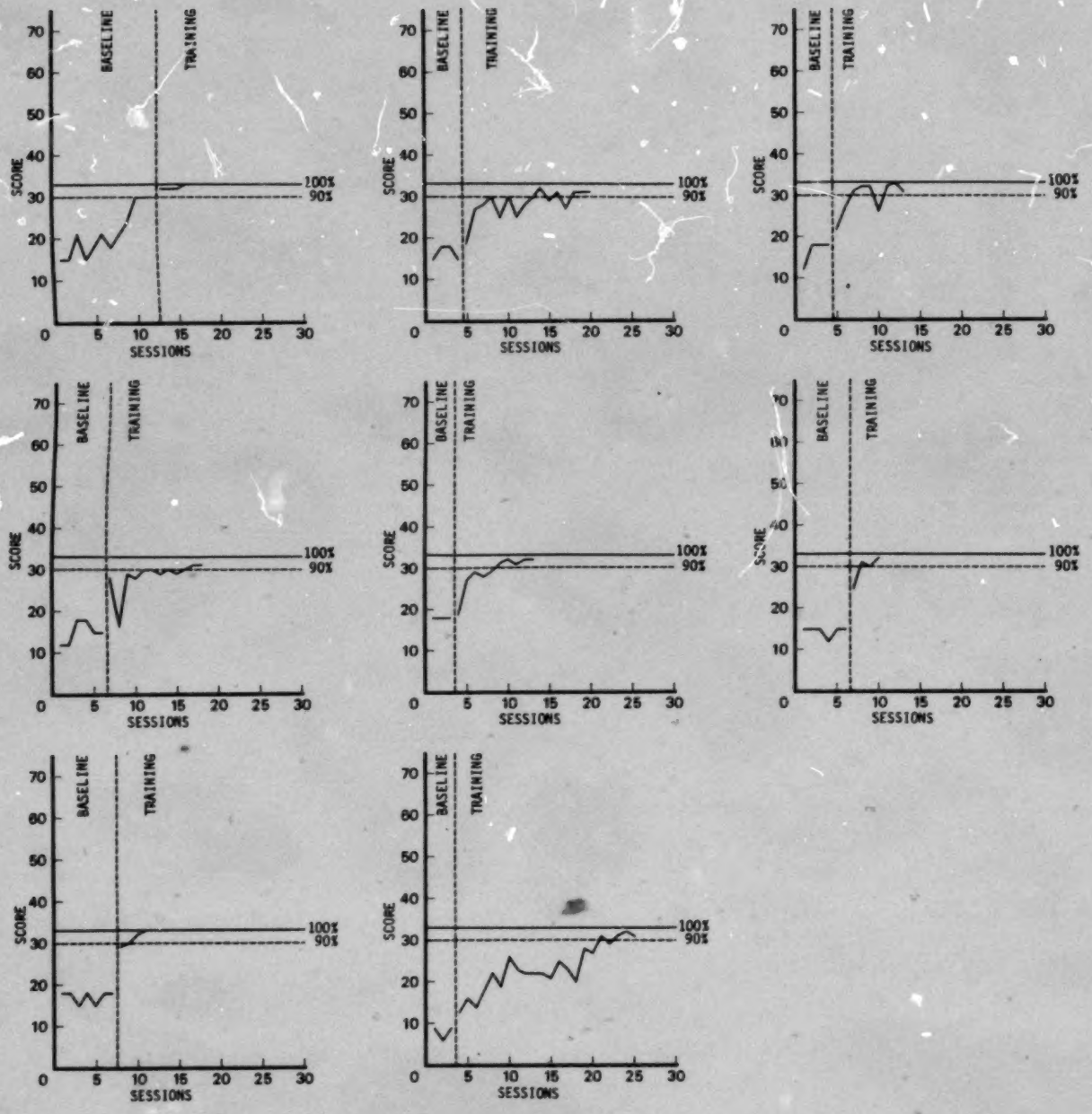
Care of Simple Injuries

Unit III - Applying an Adhesive Bandage on an Arm or Hand. All eight students met criterion in less than 20 training days. The data from this field study are now being analyzed to see if any minor revisions are necessary.



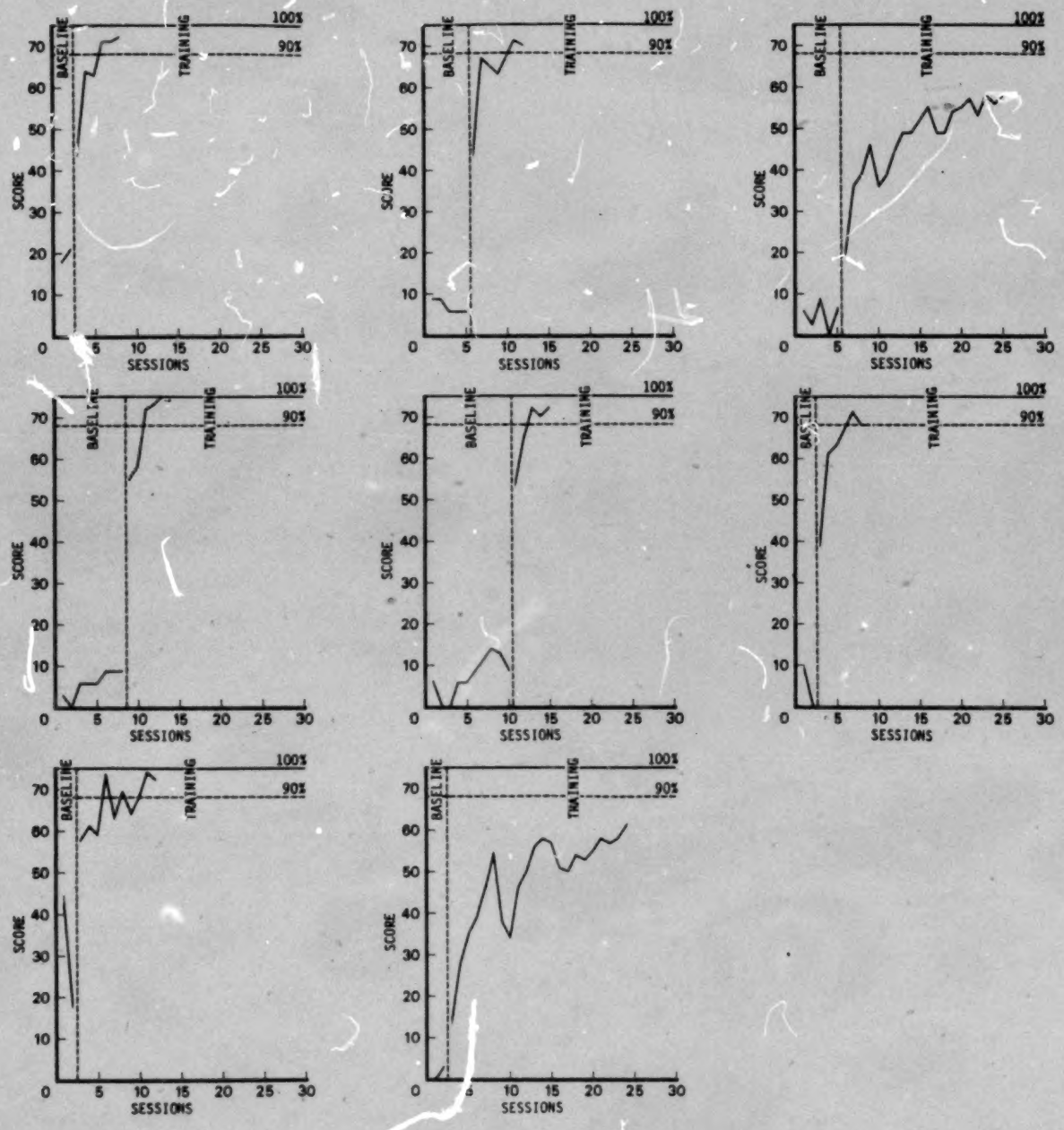
Use of Deodorant

Field Study IV for this program was conducted with eight students. All eight met criterion within 20 training sessions.



Care of Eyeglasses

Eight students were involved in Field Study #1 for this program. Six of the eight reached criterion, one was discharged, and one failed to meet criteria. Minor revisions were made on the basis of data analysis.



4. DISSEMINATION ACTIVITIES

See Dissemination, Media section.

5. CAPITAL EQUIPMENT ACQUISITIONS

1 Norelco 95 Executive Notetaker	$151.52

6. DATA COLLECTION

A final draft of a paper on program evaluation has been completed and is presented as Appendix B in this report.

RECENT DATA CHANGES

Data collection has continued basically as before with a few additions. For validation purposes, the level of assistance that is required for a given step has been given a weighted score:

No Help (A) = 3
Verbal Help (B) = 2
Demonstration (C) = 1
Physical Help (D) = 0
Does not complete (X) = 0

These scores are added to arrive at a total score per session. This method is much more sensitive to change than the recording of the number of "A's" only.

Trainers have begun making a distinction between Total Behaviors and Crucial Behaviors, and are graphing them separately. Crucial behaviors are those which are requisite to completing the task involved in the program. This excludes those behaviors which may involve additional neatness (such as cleaning the water off the counter during handwashing, or 'optional' behaviors which may or may not make the task easier for the student, such as sitting down to put on a sanitary belt and napkin). Total behaviors include both. By monitoring both scores Project MORE can evaluate whether the student can perform the necessary steps even though she/he may lack some of the auxiliary ones.

Criterion for stopping program validation and deciding upon program revision have been set. Data analysis is conducted on the program when all students complete a minimum of 20 days of training or meet criterion. Criterion is

defined as the student meeting 90 percent or more of the points for three successive sessions or six sessions at any time. The 90 percent level has to be met on both total points and points on crucial behaviors.

Seventy-five percent of the students within a field test have to reach criterion in order for the program to be deemed successful. More sensitive measures involving item analysis are being set up for determining program revisions.

7. OTHER ACTIVITIES

Formation of the Project MORE advisory board was an important activity during this last reporting period. Fifteen educators, business persons, and specialists were asked to serve on the board. While cordial and interested responses were received from each of those invited to serve, the following persons agreed to do so:

RICHARD T. COFFING, Ed.D
National Center on Educational Media
and Materials for the Handicapped
The Ohio State University
Columbus, Ohio

RICHARD B. CRAY
President
McCormick Distilling Company
Weston, Missouri

JOHN J. DOSTAL
Marketing Consultant
Garden City, New York

ALEXANDER A. LAZZARINO, J.D.
Director
Extramural Independent Study Center
Division of Continuing Education
University of Kansas
Lawrence, Kansas

WILLIAM V. MAYER, Ph.D.
Director
Biological Sciences Curriculum Study
Boulder, Colorado

EDWARD L. MEYEN, Ph.D.
Chairman
Special Education Department
School of Education
University of Kansas
Lawrence, Kansas

SHEFFIELD NASSER
Director
Special Education
Nashville Public Schools
Nashville, Tennessee

MARGOT SHERMAN
Former Senior Vice President
McCann-Erickson, Inc.
Bronxville, New York

HELEN SIMS
Director
Medical Center Relations
University of Kansas Medical Center
Kansas City, Kansas

An initial meeting of the board was held May 16 and 17 in Parsons. Besides the board members, other participants for the two-day meetings included: Dr. Richard L. Schiefelbusch, director, University of Kansas Bureau of Child Research and co-director of Project MORE; Gordon Bleil, president, Edmark Associates; John Garre, editor, Edmark Associates; and James F. Budde, assistant director for systems development, University of Kansas.

Board members first were given an orientation to Project MORE via a modified version of the workshop and its accompanying slide show and kinescope (see Major Activities, Lent section). Just as in the regular workshop, participants used a Project MORE program in a simulation to teach another person a daily-living skill. Afternoon tours of the areas which house research assistants and Media staff gave board and staff members a chance to discuss the Project.

Continuing the meeting the next day, the Project Director sketched some of the decisions the Project faces: a possible need for a new training setting to validate programs; the problem of continuing funding for the Project; and the question of whether a different training site, perhaps in a metropolitan area, might be an incentive to retain staff.

In view of the information gained at this meeting, the advisory board members indicated a desire to convene again as soon as possible. The next meeting was set for June 21 and 22 in Kansas City, Missouri.

Other Project related activities during this reporting period are a result of efforts to: 1) exhibit Project MORE materials to familiarize trainers with Project products, 2) present workshops to give the participants simulated experience in using Project MORE programs, and 3) provide consulting services to integrate Project MORE materials into existing rehabilitation systems in facilities throughout the country.

The following is a list of activities in which Project staff members have participated during the last quarter.

February 4 - The Workshop Director presented a workshop in Aberdeen, South Dakota.

February 13 - The Workshop Director presented a workshop in Glenwood, Iowa.

February 14 - The Workshop Director presented a workshop in Woodward, Iowa.

February 14-15 - The Project Director served as a consultant for the St. Louis Special School District in St. Louis, Missouri.

March 12-15 - The Project Director, Director of Media Services, Workshop Director, and Graphics Artist attended the National Educational Technology Conference in San Francisco, California.

March 19 - The Project Director served as a consultant to the Joplin Diagnostic Clinic in Joplin, Missouri.

March 21-22 - The Project Director served as a consultant to the Retarded Childrens Center in Hutchinson, Kansas.

March 27-30 - The Director of Program Development, a Research Assistant, and the Project Secretary attended the First Drake Conference on Professional Issues in Behavior Analysis at Drake University in Des Moines, Iowa.

April 2 - The Project Director served as a consultant to the Joplin Diagnostic Clinic in Joplin, Missouri.

April 13-19 - The Project Director, Assistant Director, and Director of Media Services presented a workshop and display of Project materials at the International Convention of the Council for Exceptional Children in New York City (see Dissemination, Media section).

April 29-30 - The Project Director traveled to Washington, D.C. to serve on a review panel for applications for Applied Research Grants under HEW's Field Initiated Studies Program.

May 23 - The Project Director served as a consultant to the Joplin Diagnostic Clinic in Joplin, Missouri.

June 2-7 - Project personnel participated in the 98th annual meeting of the American Association on Mental Deficiency in Toronto, Canada (see Other Activities, Media section).

8. STAFF UTILIZATION

The Curriculum Materials for the Mentally Retarded staff remains divided into Project teams, with each program under the supervision of either the Project Director, Assistant Director, or Director of Program Development.

Project staff members have monitored daily training sessions. Data on student performance, reliability of measurement instruments, and data on trainer proficiency has resulted from this approach.

Carol D. Foster, Director of Program Development, is conducting a behavior modification course for music therapists.

On March 4, Barbara Ramsey joined the Project as curriculum developer, replacing Bonnie Utley. Vita for Ramsey is found in Appendix A.

9. FUTURE ACTIVITIES

Project MORE will continue in its present efforts to develop programs designed to teach daily-living skills. More emphasis will be placed in the areas of social skills, although programs in personal appearance and personal hygiene will be continued.

FUTURE WORKSHOP ACTIVITIES

With the phasing out of the KU/SEIMC at Lawrence, which cosponsored Project MORE workshops until June 1, 1974, plans are being formulated for workshops to be conducted solely by the Project. Requests for workshops for the coming school year are being received directly by the Project from institutions and organizations throughout the country. Specific details for the scheduling of the workshops are now being worked out by the Project staff with advice from John Dostal, Project MORE marketing consultant, and Edmark Associates, Project MORE publisher.

The Workshop Director will spend the summer revising the workshop materials into several modules. These modules will make up various workshop formats to fit the needs and time limitations of those requesting workshops. The workshop kinescope and slide show will be revised during the summer to include the most recent programs and program techniques. Several evaluation instruments for the workshop will also be devised to determine the effectiveness of the workshop format.

1. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

The major activities of the Improved Instructional Technology for Articulation Therapy in Public Schools component of Project MORE during this reporting period have centered around the testing of the Stimulus Shift Articulation Program on retarded and normal preschool populations and the mediation of the final program products for the Stimulus Shift Articulation Program. These products include program manuals for eight phonemes, a procedures manual for application of the stimulus shift program, stimulus pictures needed for each phoneme program in two media formats--filmstrips and flash cards, data sheets for charting acquisition of the targeted phoneme behaviors, data sheets for recording the data from the probe tests, an Articulation Progress Chart which is used to keep the child informed about his progress through the program, and eight stimulus materials booklets for probe tests for each phoneme. Stimulus shift materials have been validated for use in public school articulation therapy programs.

TESTING A RETARDED AND PRESCHOOL POPULATION

Pilot data on the mentally retarded population, as well as on normal children who are below school age, have indicated that the applicability and dissemination scope of the Stimulus Shift Articulation Program is potentially very great. Although the current program has been designed to develop complex linguistic skills in normal but speech-handicapped children, the program series has yielded some data to indicate that it can be efficiently and productively used with children of lower levels of linguistic performance.

Evidence of this applicability is currently being pursued through experimental programming with developmentally delayed children in an early education program in Nashville, Tennessee. A group of students from EMR and TMR programs

in the Metropolitan Nashville School System have also been included as participants in the training program. Field test subjects are classified in the table below by age and developmental status.

	Developmentally Normal	Developmentally Delayed
Preschool	2	3
School		3

Linguistic complexity of the current training material has been reduced by deletion of segments of the prototypical program which incorporate responses of greatest grammatical complexity. The results of the current and future experimental application will be used to determine the validity of such a modification to the final program and to suggest any necessity for additional modifications.

PROGRAM REVISION AND PRODUCTION

Printed Materials

The eight manuals for stimulus training (s, r, l, sh, th, ch, k, f) have been re-edited in preparation for final publication. Preliminary printed copies are being used in validating the program with a retarded population. The eight manuals, as they are now validated for normal school-age children, will be readied for final publication during the next reporting period.

Work has continued on a project developed during the last reporting period for a stimulus materials booklet for the probe tests in each manual. The probe test requires the speech therapist to show the child a picture which is loaded with the sound being trained. The new booklet will eliminate the need for the therapist to go to an outside supplier to obtain sound-loaded pictures.

At the end of this reporting period, initial drawings for the three sound-loaded pictures have been completed for five of the manuals. The sound-loaded pictures for the other three manuals and all of the rhebus' will be completed during the next reporting period. In final production, the booklets will be printed on durable-quality paper and will be disseminated with each training manual in order to make the instructional packages (manual, flash cards or filmstrip, data sheet pads, procedures manual, and probe materials booklet) self-contained.

2. PROBLEMS

All parts of the Stimulus Shift Articulation Program package (see Major Activities, McLean section) will be made market-ready during the carry-over year. In addition, the program is being tested for its effectiveness for mentally retarded children in public school EMR and TMR classes. Although the original stimulus shift program was developed for mentally retarded children, the current program had not been validated on this population.

Pilot data on the mentally retarded population, as well as on normal children who are four and five years old, has indicated that the applicability and the dissemination scope of the Stimulus Shift Articulation Program is potentially very great. Although the current programming has been designed to develop complex linguistic skills in normal but speech-handicapped children, the programmed series has shown evidence that it can be efficiently and productively used with students with lower levels of potential linguistic competency. Deletion of training sections utilizing complex grammatical structures has resulted in a program which is adequate with some current research subjects. Where modifications have been deemed necessary in current field tests, fairly simple extensions of the basic format have been successful. In cases where children with limited linguistic skills have not achieved adequate progress after training with the shortened program, repetition of the program format with an additional set of stimulus words and simple sentences has proved successful in increasing carry-over.

3. SIGNIFICANT FINDINGS AND EVENTS

Because no final data has been obtained (see Data Collection, McLean section), there are no significant findings and events to report at this time.

4. DISSEMINATION ACTIVITIES

No dissemination activities have taken place pending the availability of program materials for the eight phonemes. Dissemination of the limited printing (see Major Activities, McLean section) of the program manuals has included only those people testing the program with a retarded population. See Dissemination Activities, Media section, for information regarding commercial dissemination.

5. CAPITAL EQUIPMENT ACQUISITIONS

None.

6. DATA COLLECTION

Data has been obtained from the field testing of the Stimulus Shift Articulation Program on a population of mentally retarded and preschool children. These data have not been prepared for dissemination at this point. They will, however, be reported in the final report of the Project activities in November 1974.

7. OTHER ACTIVITIES

None.

8. STAFF UTILIZATION

The only paid staff on this portion of the Project has been Lucy Long as *Curriculum Developer*. James McLean has continued to monitor the field tests and confer with the Curriculum Developer and the Project MORE editorial staff regarding final mediation of the sound manuals and the procedures manual.

9. FUTURE ACTIVITIES

A proposal has been accepted to place the program in clinical use at the Bill Wilkerson Hearing and Speech Center of Nashville. Such placement will serve to provide feedback concerning the functionality of the current procedures and program manuals, as well as supplying additional data and clinical judgments about the performance of preschool children placed in the program.

Upon completion of field testing with very young and developmentally delayed children now being trained with the Stimulus Shift Articulation Program, data will be reviewed in the final report in November 1974.

1. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

SIGNING OF CONTRACT FOR PUBLICATION OF MATERIALS

The U.S. Government, Project MORE, and the University of Kansas signed a publishing contract with Edmark Associates of Bellevue, Washington. This contract enables commercial publication of Project MORE Daily-Living Skill Materials. (See Dissemination, Media section.)

PRODUCTIVITY RATE FOR PROJECT MORE MATERIALS

Project MORE's Media staff produced more program prototypes during this period than ever before. Nine prototypical printed programs were completed, and testing was begun on these programs. In addition, signing of the contract with Edmark Associates enabled Media staff to render earlier prototypes in final form for submission to the publisher for printing. Four programs were sent to the publisher. Revisions of the Toothbrushing Program were also sent to the publisher. Two other programs were being readied for submission to Edmark Associates at the end of this reporting period.

The How To Do MORE manual was completed and published. This book details Project MORE's teaching strategy, use of reinforcement, and data collection procedures, and gives brief information about the Project's history and purpose. This book, in comic book format, has proved to be popular with both lay persons and professionals and is already in demand.

STATUS OF PROGRAMS

The nine prototypes mediated during this report period were:

-- Care of Simple Injuries Program, Unit One (Applying Cream Antiseptic to an Injury),

-- Care of Simple Injuries Program, Unit Two (Using an Adhesive Bandage on the Body or a Leg),

-- Care of Simple Injuries Program, Unit Three (Using an Adhesive Bandage on an Arm or Hand),

-- Care of Simple Injuries Program, Unit Four (Using Gauze and Tape on the Body or a Leg),

-- Care of Simple Injuries Program, Unit Five (Using Gauze and Tape on an Arm or Hand),

-- Use of Telephone Program, Unit One (Answering the Telephone),

-- Feminine Hygiene Program (revised prototype),

-- Care of Eyeglasses Program, and

-- Nail Care Program.

The following programs were sent to Edmark Associates for publication:

-- Complexion Care Program,

-- Face Shaving Program,

-- Leg and Underarm Shaving Program, and

-- Eating Skills for Daily Living Program.

The two programs ready for submission to Edmark during the first weeks of the next reporting period are:

-- Nose Blowing Program, and

-- Care of Simple Injuries Program, Unit One.

SUPPLEMENTARY MATERIALS

Some progress has been made in production of supplementary materials. Artwork for two slide shows was completed for use with the Care of Simple Injuries Program, as well as flash cards depicting burns, and two prototypical games which would reinforce the steps in the units of the Care of Simple Injuries Program. Revision of the artwork for the slide shows will be undertaken in the next period; they will then be sent to the publisher for conversion into filmstrips.

A poster giving a number of examples of suggested verbal reinforcement was completed by the end of this reporting period. The poster will be sent to the publisher during the next reporting period and will accompany all printed programs.

The administrative staff considered input from Edmark about the future plans for supplementary materials for other programs. These would be created and

devised by staff members and coordinated by the Workshop Director during the summer months. Staff members will submit their ideas for supplemental materials to the Workshop Director. These will then be transmitted to the publisher for his consideration. Edmark will judge them on their marketability and return them to the Project for any further detailed rendering and necessary art and graphics work. At the present time approximately 10 such rough outlines for supplemental materials are being submitted to the publisher.

A rendition of certificates for each program has also been submitted to the publisher. The basic certificate design will name the skill learned by the student and the program used, and will have a picture of the skill on the certificate. A basic design will be used for all certificates with these items adapted for each program as it comes on the market.

WORKSHOP MATERIALS

Media continued to produce materials for the workshop presentations during this reporting period. Approximately 200 workshop manuals for first and second generation workshop participants were produced. Approximately 100 workshop leaders' manuals were produced for the follow-up workshops, and 100 workshop manuals were produced for workshops presented outside the SEIMC region. In addition to the manuals, Media also produced workshop handouts, information releases, ordering information for Project materials, brochures, address cards, and prototype programs (for workshop use only) for the workshop package.

Due to the tremendous number of participants at the Council for Exceptional Children convention presentation (see Major Activities, Lent section), most people attending did not receive Project materials at the workshop session. A package of materials including an information sheet about the Project, an outline of the session, excerpts from the workshop manual, a brochure, and the latest newsletter was sent to each of those attending the CEC convention session. Media produced and mailed 500 of these packages.

TEXTBOOK ON DEVELOPING INSTRUCTIONAL PACKAGES FOR RETARDED

Project MORE is producing a book to discuss strategies for developing instructional packages for mentally retarded persons. The text will compare and contrast Project MORE with other related projects' technologies for program development. The question of generalizability of the particular technology to other related areas of instructional materials development will be a feature of the volume.

Titled A Model for Program Development: Assessment Through Dissemination the book will feature discussion and dialogue between Project MORE personnel and six education specialists who exchange comments about their experiences in special education program development.

Project MORE participants include the Project Director, Assistant Director, Director of Program Development, and Director of Media Services. Dr. R. L. Schiefelbusch, director of the University of Kansas Bureau of Child Research and co-director of Project MORE, and James F. Budde, assistant director for systems development of the University of Kansas Bureau of Child Research, are also collaborating on the book.

Contributors include Dr. Morton W. Bachrach, copyright administrator, USOE-NIE, Washington, D.C.; John J. Dostal, educational marketing consultant, Garden City, New York; Dr. Herbert Goldstein, director, Special Education Curriculum Project, Yeshiva University, New York City; Dr. William V. Mayer, director, Biological Sciences Curriculum Study, Boulder, Colorado; Dr. Norbert H. Nathanson, director, Instructional Development, State University of New York, Albany, New York, and Dr. Glen Pfau, director, Project LIFE, Washington, D.C.

The text tells how to create and disseminate materials to educate the handicapped. The target audience includes professional program developers and

lay persons who are interested in the production of instructional materials for the handicapped.

Contributors met for their first conference last December in Parsons. A second round of discussions was held April 16 at Yeshiva University in New York City.

Since the initial two-day talk session, which was tape recorded, each reactor has reviewed the transcript. During the second round of discussions participants clarified their remarks, added comments and citations where necessary, and made sure each person had an opportunity to be heard on each topic. The conference included discussion of the book's proposed format, marketing procedures, and plans for obtaining a publisher.

Following the April conference, Project MORE personnel compiled the remarks and corrections made by each reactor. That manuscript is now being edited and organized into a more coherent form. Sectional objectives, illustrations, reference materials, and an introduction are now being planned.

A second draft will be distributed in July. After review by the conference participants, the Project staff will initiate a final editing to prepare the manuscript for publication in book form.

The book is funded by the U.S. Office Of Education, Bureau of Education for the Handicapped, Division of Education Services, through a contract with the National Center on Educational Media and Materials for the Handicapped at Ohio State University.

INCOME ACCOUNT ESTABLISHED

The Project MORE income account was established during this period. The Project can now receive income for the production costs of Project-related activities initiated by Parsons State Hospital and Training Center or Bureau of Child Research personnel funded through other sources. This remuneration can accrue in the income account.

AUDIOVISUAL INVOLVEMENT

Preliminary versions of filmstrips and audiotapes were completed for supplementary materials for the Care of Simple Injuries Program. Two filmstrips will explain and reinforce the steps in the first five units of that program. Slides are in the final production stage and are being prepared for the camera. Filmstrips and audiotapes will be available for purchase through the Project MORE publisher.

Other support activities included photographing persons performing the steps of the Feminine Hygiene Program, the Nail Care Program, the Nose Blowing Program, the first unit of the Use of Telephone Program, and shooting preliminary slides to be used for a filmstrip to accompany the first unit of the Use of Restrooms Program. The photos facilitate the rendering of graphics illustrations in the program manuals by the Graphics Artist.

Audiovisual duplicated the kinescopes and slide shows during this reporting period for use by second generation workshop leaders. The slide show was also updated with pictures of the latest prototypes of programs.

Audiovisual personnel also assisted with the videotaping of data collection procedures, shot photographs for use in publications, and developed a number of slides for various uses. Twenty-three work orders were processed for Project MORE during this reporting period by Audiovisual personnel.

2. PROBLEMS

There have been some problems in interpreting the requirements related to understanding and adding correct copyright information to programs and products.

A problem related to timelines and program production is also emerging because the Project is now able to convert earlier prototypes into form for publication. A backlog of three early program prototypes is awaiting final mediation. Three other earlier program prototypes were placed in an acceptable format and released for publication during this period.

Also, the "success" of prototypical programs in testing, requiring no major program revisions, places a burden on the Media staff to produce more programs faster than is realistically possible. Programs come more quickly to Media for final mediation because of the rapid validation of prototypes in testing.

3. SIGNIFICANT FINDINGS AND EVENTS

Implementation of accountability systems into the Media subsystem of the Project has proved that, limitations aside, such a system can improve the productivity of Media staff (see Budde section).

A study of comparative costs between impression count and personnel hours was undertaken during this reporting period. Since the inception of the Project, an impression count predicated by cost and the extent of Media work involved in producing a particular product, has been used in pricing products. The factor to be determined by the study was whether this impression count would be below, about the same, or above the cost of a product if that cost were computed by actual time Media personnel spend on a product. Almost without exception the impression count figure proved close to the amount figured by real personnel hours, giving credibility to the impression count as a standard pricing instrument for Media. In no cases was the cost by impression count in excess of what the cost would be if figured by personnel hours. This impression count, used with a three-level scale relative to the type of work to be done on a product, is what is used by the Project to charge for non-Project work requested by hospital personnel and other nonstaff personnel.

4. DISSEMINATION

FINALIZATION OF PUBLICATION CONTRACT

The most significant activity in the area of dissemination has been the signing of the contract for publication of Project MORE materials by Edmark Associates. After nearly two years of effort, agreement was reached on the various legal issues involved in such a contract.

A closely-related activity also came to fruition during this grant period. A Copyright Authorization Agreement, providing for a 10-year copyright on Project MORE materials, was signed by government officials, the University of Kansas, Project MORE officials, and Edmark Associates.

OTHER DISSEMINATION EFFORTS

Commercial dissemination began on the How To Do MORE manual, and continued for the Toothbrushing Program and the Hair Rolling Program.

The Project MORE mailing list has grown to nearly 2,500, indicating success in outreach efforts such as workshops and newsletter publication. The newsletter produced during this grant period is reproduced in this report. A number of names have been added to the mailing list by referral from MORE News recipients.

The viability of attending professional conferences was also demonstrated at a Project MORE workshop presented in connection with the Conference for Exceptional Children convention in New York in April. Project MORE personnel who attended the conference were the Director, Assistant Director, Director of Media Services, and Workshop Director. They participated in the section of the program titled Defining Instructional Requirements and Performing Task Analysis. They also presented a workshop at which they anticipated an attendance of 50-75 persons; more than 600 showed up, all of whom received information from the Project and were added to the mailing list.

The Project was also proud that, during the CEC keynote address, John R. Ottina, U.S. Commissioner of Education, commented on the Project's materials as an example of new curricula for mentally retarded children which has been developed through BEH during the past few years. The goals of Project MORE materials - development of self-sufficiency and independence - were mentioned by Ottina as educational goals for all handicapped children.

FORMATION OF ADVISORY BOARD

The formation and first meeting of the Project MORE advisory board was accomplished during this reporting period (see Other Activities, Lent section). It is anticipated that members of the board will become actively involved in assessing dissemination efforts for Project MORE products.

INTEREST LEVEL IN PROJECT MORE MATERIALS

It is apparent that Project MORE is becoming better known throughout the country and internationally. Recipients of the Project MORE newsletter are in every state in the Union and in several foreign countries. The following areas have 40 or more persons on the mailing list: California, District of Columbia, Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Jersey, New York, North Dakota, Ohio, Pennsylvania, and Texas. Approximately 300 persons are on the overseas list, most of them in Holland. Most persons on the list are professionals employed in such places as state training centers, departments of rehabilitation, and in public schools. Efforts are underway to add more paraprofessionals and lay persons to the list.

Edmark Associates Becomes Project MORE Publishers

Contract signing between Project MORE and Edmark Associates, a commercial publishing firm in Seattle, Washington, recently finalized many months of legal work.

All Project MORE materials will now be available to the public through Edmark. Project MORE will still develop and validate new educational products, but Edmark Associates will produce and market the Project MORE materials.

"Gordon Bleil, Edmark President, has shown a lot of faith in our Project," said Dr. James R. Lent, Project MORE director. "I think he'll do an excellent job of marketing our educational products.

"Contracts of this nature are extremely slow to develop. But Gordon has stuck

Continued on Page 3

more news

April 1974
Vol. 1 No. 3

MEDIATED OPERATIONAL RESEARCH FOR EDUCATION

Project Gets Help from Data Collecting Raccoon

"The next time you eat corn on the cob, count the rows of corn on the ear. You'll find there is always an even number."

This is the kind of talk Project MORE researchers have been hearing regularly since Ranger Rob, The Data Collecting Raccoon, joined the staff.

Dr. Ingo Keilitz, Project MORE assistant director, and Dr. James R. Lent, director, look on as Ranger Rob (The Data Collecting Raccoon) gives them some quick tips on graphing.

Ranger Rob has been with Project MORE for almost three months now. He has even managed to convince Project Director Dr. James R. Lent that "How To Do MORE," the Project's new procedures manual, should be produced in comic-book format.

"Earlier this year, when we decided to produce a manual of basic teaching procedures, we couldn't come up with an interesting format," Dr. Lent explained. "At first I was apprehensive when Ranger Rob suggested we use cartoons to get the message across. But, as usual, Rob had some pretty convincing data to back up his suggestion."

The "How To Do MORE" book is aimed at special education teachers, parents, or anyone who wants to help another person learn. The book explains the principles of reinforcement, teaching strategy, and data collection. The entire book is done in easy-to-read cartoon style.

Naturally, Ranger Rob is one of the book's featured characters. His section on data collection is designed to help teachers record and graph information on their students' progress.

"How To Do MORE" made its debut at the Council for Exceptional Children (CEC) convention this month. The book serves as basic reading which gives teachers and parents background knowledge needed to use Project MORE educational programs. It sells for $2 and can be ordered from: Edmark Associates, 13249 Northup Way, Bellevue, WA 98005.

Project MORE Researchers Test Seven New Programs

Project MORE researchers have begun testing seven new programs. The Care of Simple Injuries (3 units), Feminine Hygiene, Care of Eyeglasses, Use of Telephone, and Nail Care programs have all been completed in prototype format for testing purposes.

"The steps, the sequencing, and teaching methods are developed by Project staff who work directly with trainable-level retarded persons. The media personnel have already been involved in feasibility and design conferences at the beginning of each new program scheduled for development," explained Madeline Caruthers, Project MORE managing editor/writer. "The research staff brings the media staff the basic program in rough draft. We do some rewriting, editing, and art work to make the program more complete for testing."

Each prototype program is tested by non-staff paraprofessional teachers who use the program to teach mentally retarded persons. At this point Project MORE researchers act as observers. During the testing, any problems with the content or teaching strategy are pinpointed and the program is revised before the final edition is published.

Both the Care of Simple Injuries Program and the Use of Telephone Program will eventually have 13 separate modules. The first three units, Applying Cream Antiseptic to an Injury, Using an Adhesive Bandage on the Body or Leg, and Using an Adhesive Bandage on Hands or Arms, have gone into prototype testing. Other Simple Injuries programs still in development include Treatment and Discrimination of Burns and Treatment of Animal and Insect Bites.

The first unit of the Use of Telephone Program, Answering the Telephone, is also in prototype testing. When completed, the Use of Telephone Program will consist of nine parts and cover most phases of telephone use, including operator assistance and use of coin operated phones.

Donita Ingenthron, Project MORE curriculum developer, and a young resident of Parsons State Hospital and Training Center begin testing the first unit of the Project's "Use of Telephone Program."

The other three prototypes, Feminine Hygiene, Care of Eyeglasses, and Nail Care, will each be marketed as one unit.

The Feminine Hygiene Program teaches women and girls how to use sanitary napkins. The program includes steps for putting on the belt and napkin, taking off the belt and disposing of the napkin.

The Care and Cleaning of Eyeglasses program teaches the student how to clean prescription or sun glasses by using hot running water and a cloth.

The Nail Care program teaches the use of nail clippers, a nail brush, and an emery board to clean and clip nails. After successfully completing the Nail Care program students should be able to clean, clip, and shape the nails on their hands and feet.

"If major changes are made in the program after testing the prototypes, we make a new prototype and re-test the program," Ms. Caruthers said. "When the content is finalized, the programs are prepared for publication. We are planning to have these programs available to the public by the end of the year."

more news
Published Quarterly By
PROJECT MORE
(Mediated Operational Research for Education)
OEG 0-71-0445(607)
Dr. James R. Lent . . . . . Project MORE Director
Barbara M. McLean . . . . . Media Services Director
Cliff Bieberly . . . . . MORE News Editor

Edmark Associates Becomes Project MORE Publishers

Continued from Page 1

with us since the beginning," Dr. Lent said. "It has given us time to be really sure about each other. Gordon is unusual because he is one of the very few publishers willing to enter this kind of thin market," he added.

Bleil founded Edmark Associates in the spring of 1972, for the specific purpose of marketing validated special education materials. The publishing company is most widely known for its Edmark Reading Program for beginning reading and language development. The program requires no prior teacher training and only two entry behaviors, pointing and repeating words (saying back).

Edmark has also published a time-telling program, "It's About Time," and is distributor for Research Press and Behaviordelia publications.

"We're pretty excited about our contract with Project MORE," Bleil said. "I see this as a step toward bringing the benefits of research to the average consumer. I'm planning to do an aggressive job of marketing all the Project MORE programs."

Bleil already has one Project MORE book off his presses. "How To Do MORE," the first Project MORE book published by Edmark, became available to the public this month. Two new programs, "Complexion Care" and "Eating Skills for Daily Living," will be available in early June.

Other programs, produced in-house by the University of Kansas, can be obtained by ordering through Edmark. These include "Toothbrushing" and "Hair Rolling."

"Teachers have always created materials for use in their own classes," Bleil said. "However, before a program is marketable, it must be in a form and state of development that insures consistent results when used by others," he continued.

To guarantee that Edmark materials meet this criterion, Bleil analyzes each potential product with a nine-point scale he has developed.

First, the target population must be clearly defined; the target behavior must be specified; and the tasks, as well as the steps, must be analyzed. Bleil's system for judging a product's merit also requires a tested teaching strategy and a clear system of measurement to observe learning progress.

Bleil accepts only products which have been tested in this way. In addition, test data must be available for review. This includes a follow-up study to determine if students retained learned material.

"All the Project MORE materials have met my expectation," Bleil said. "I particularly like the way they field test new products. Local housewives, junior college students, and other untrained persons are employed as trainers," he added.

Work on the Project MORE publishing contract began last summer. Meetings were scheduled with University of Kansas personnel, including University Attorney Charles Oldfather; William Argersinger Jr., vice-chancellor and dean of Research Administration; Barbara Etzel, associate dean; and R. L. Schiefelbusch, director of the Bureau of Child Research.

"Dr. James Becker, executive director for the National Foundation for the Improvement of Education (NIE), has had experience in this area, and was a big help to us. Morton Bachrach, copyright administrator, USOE/NIE, also deserves a lot of credit for helping us work out details of the contract," Dr. Lent added.

Mental Retardation Films Listed in NARC Catalog

Looking for a film on mental retardation? The second edition of Mental Retardation Films may be your answer. The catalog is available through the National Association for Retarded Children (NARC) for $1 per copy.

Produced by Project MORE Media Support Services, the 180-page catalog includes 317 listings of films on mental retardation. The catalog tells how to order the 16mm films, as well as providing information about each film.

Requests for the catalog should be sent to NARC, 2709 Avenue "E" East, Arlington, Texas 76011.

Experts Meet in New York to Discuss MORE Book

Project MORE officials and several education specialists met April 16 for a second round of discussions about a book being developed by Project MORE. The informal talk session was held at Yeshiva University in New York City.

Titled A Model for Program Development: Assessment Through Dissemination, the text will discuss strategies for developing instructional packages for trainable mentally retarded. It will compare and contrast Project MORE with other related projects' technologies for program development.

The second book conference was staged in conjunction with the Council for Exceptional Children (CEC) convention April 14-19 in New York City. Book reactors met initially in December at Project MORE facilities in Parsons, Kansas.

During the second round of discussions, participants asked for clarification from each other, added comment and citation where necessary, and made sure each person had an opportunity to be heard on each topic. Completion of the contract is expected by September 1974.

The book is funded by the U.S. Office of Education, Bureau of Education for the Handicapped, Division of Education Services, through a contract with the National Center on Educational Media and Materials for the Handicapped (NCEMMH) at The Ohio State University.

Project MORE participants include Dr. James R. Lent, director; Dr. Ingo Keilitz, assistant director; Sunny Foster, director of program development; Barbara M. McLean, media services director; and Larry P. Thompson, audio-visual services director.

Dr. R. L. Schiefelbusch, director, University of Kansas Bureau of Child Research and co-director of Project MORE; and James Budde, assistant director for systems development, University of Kansas Bureau of Child Research, are also participating in the book production.

Reactors who attended the second session included Dr. Morton W. Bachrach, copyright administrator, USOE/NIE, Washington, D.C.; John J. Dostal, consultant, educational marketing, Garden City, New York; Dr. Herbert Goldstein, director, social learning curriculum development, department of special education, Yeshiva University, New York City; Dr. William B. Mayer, director, Biological Sciences Curriculum Study, Boulder, Colorado; Dr. Norbert Nathanson, director, instructional development, State Universities of New York, Albany, New York; and Dr. Glenn Pfau, director, Project LIFE, Washington, D.C.

Since A Model for Program Development: Assessment Through Dissemination was announced in the January issue of MORE News, several people have requested copies of the book. These letters, as well as any that arrive in the future, are being kept on file. When the book is completed, those who expressed interest will be notified.

Project MORE
P.O. Box 290
Parsons, KS 67357

U.S. POSTAGE
PAID
PARSONS, KS.
PERMIT NO. 6
ZIP CODE 67357

Address Correction Requested

5. CAPITAL EQUIPMENT ACQUISITIONS

Two (2) Olivetti Praxis Typewriters @ $225.00 ea.	$450.00
One (1) Sony Videorecorder Model #340	5,000.00
One (1) Kohenoor Compass	35.00
One (1) 18 Drawer Cabinet (for addressograph plates)	49.00
One (1) Audiosweep Generator	124.95

6. DATA COLLECTION

Not applicable.

7. OTHER ACTIVITIES

The Director of Media Services and the Workshop Director attended the Association for Educational Communications and Technology in Atlantic City, New Jersey March 18-22. During this convention they acted as consultants to the Association for Special Education Technology board in planning workshop activities for the 1975 convention.

Two of the three writer-editors attended a workshop during this period. They observed lay persons using the teaching strategy as they taught the Toothbrushing Program. To aid them in their task of mediating Project programs, the writer-editors consulted with workshop participants regarding the format and style of programs.

Several Project personnel participated in the 98th annual meeting of the American Association on Mental Deficiency June 2-7, 1974, in Toronto, Canada. Those who attended were the Project Director, Assistant Director, Director of Program Development, and Director of Media Services. The Project Director's presentation was on Integrating Training Needs and Training Programs into an Entire System of Habilitation. Assistant Director Ingo Keilitz' presentation was Training Proficiency: How Good is Good? Director of Program Development Carol Foster's topic was Does Data Collection Interfere with Training? Curriculum Developer Jennifer Holvoet's talk was Improving Trainer Effectiveness with Videotape Training Sequences. Foster also was a presenter on Keeping the Student Enrolled and Progressing Through a System of Training Programs. Project personnel, including the Director of Media Services, and Gordon Bleil, Edmark Associates president, and John Dostal, marketing consultant, also participated in Issues in the Dissemination of Training Materials Produced Through Federal Grants and Contracts.

8. STAFF UTILIZATION

Richard E. Sullivan assumed the position of production assistant on February 18, 1974, replacing Stanley Gaier.

Janet Petty became the Project's MT/ST operator on May 13, 1974 replacing Beverly Clardy.

Vitae for Sullivan and Petty are in Appendix A.

9. FUTURE ACTIVITIES

PROGRAM PRODUCTION

Preparation of several programs for submission to the publisher is anticipated during the next period. Media staff will be completing final work on the following programs:

-- Care of Simple Injuries Program, Unit One,

-- Care of Eyeglasses Program,

-- Nose Blowing Program,

-- Hand Washing Program,

-- Hair Washing Program, and possibly

-- Use of Deodorant Program.

Media staff will be involved in revising the Hair Rolling Program and the Showering Program during the next three months.

Prototypes will be produced for several units of the Use of Restrooms Program and the Use of the Telephone Program.

For information on future workshop activities see Future Activities, Lent section.

1. MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

RESEARCH AND DEVELOPMENT SUBSYSTEMS

The accountability system has been in use in the research and development subsystem of Project MORE for six months. The minor modifications made in the system prior to this reporting period have been quite workable and no further changes are anticipated during the next quarter. Data is being kept on direct costs for program development, time necessary to complete each step of the implementation lattice, and the accuracy of monthly projections on number of program steps to be completed.

The accountability system is taking little staff time, and appears to be facilitating production.

MEDIA SUBSYSTEM

The initial involvement of the Media subsystem of the Project with a detailed accountability system began during this reporting period. The following procedures were instigated, on a staggered basis, during the past few months:

1) Loading charts - monthly projections of work to be done by Media during a month, with start and stop dates indicated;
2) Schedules - abbreviated daily work assignments for each Media staff member, intended to coordinate activity on a job and avoid either an overload or an underload on any one person;
3) Work Orders - forms to be filled out with instructions for each job involved in every Project and non-Project assignment;
4) Daily Cost Accounting Forms - sheets which each staff member fills out as she/he progresses through the day's work, indicating what she/he worked on and how much time was spent; and

5) Ledgers - a compilation of time spent on everything the Media staff worked on by category (editing, graphics, typing, and printing) and by product per month.

2. PROBLEMS

RESEARCH AND DEVELOPMENT SUBSYSTEM

The problems with the system have been worked out; what remains to be done is the fine tuning of a fairly comprehensive system. This will continue during the next reporting period.

MEDIA SUBSYSTEM

A primary problem with developing an accountability system for Media is to get staff members to accept both the strengths and unavoidable weaknesses of any such system. Creative individuals frequently balk at strictly imposed deadlines, particularly when stringent and frequent deadlines have not existed to this extent before. Reluctance on the part of any one person to accept the responsibility to produce a particular product by a particular time will invariably throw a schedule off. By and large, a gradual acceptance of the system is becoming evident, and more accurate projections are being made.

Another problem peculiar to the development of such a system for Media is the fact of life that contingencies arise which throw off the schedules, and subsequently, the deadlines. Media staff works under a burden of a heavy workload combined with difficulties inherent in the development of educational materials in a field in which there are few firm rules or forerunners.

The success of the system seems to be realistic, however, in view of the heightened productivity of the Media staff during this reporting period.

3. SIGNIFICANT FINDINGS AND EVENTS

While analysis of the data pertinent to the accountability system is still in progress, there are a few trends worth noting. With the system in effect the amount of time that the staff has been spending directly on products has increased 23 percent.

The accountability system itself has proven fairly efficient. The time for implementing the system varies from up to 7 percent of the staff's time during periods of development or revision to a low of 4 percent when the system is being carried out and little time is being spent on modification.

4. DISSEMINATION ACTIVITIES

Not applicable.

5. CAPITAL EQUIPMENT ACQUISITIONS

Not applicable.

6. DATA COLLECTION

Not applicable.

7. OTHER ACTIVITIES

Not applicable.

8. STAFF UTILIZATION

Not applicable.

9. FUTURE ACTIVITIES

RESEARCH AND DEVELOPMENT SUBSYSTEM

During the next two reporting periods the Project will be developing methods for presenting the information produced by the accountability system into easily comprehensible displays. Working papers on the system are also planned.

MEDIA SUBSYSTEM

Some additional effort seems to be necessary to develop loading charts which are more meaningful to each staff member. Most preferably these would be developed after the Media staff arrive at a contractual agreement between themselves and Research and Development as to the products to be completed by Media during a particular month. If such a contract can be arrived at and successfully implemented, the necessity for daily work schedules for Media staff may be eliminated. This would place more emphasis on individual planning.

Other components of the system seem to be working but will be examined during the next reporting period.

APPENDIX A

Vitae

JANET LEA PETTY

TITLE: MT/ST Compositor
Bureau of Child Research - P

Date of birth: August 26, 1952
Place of birth: Alton, Illinois

Sex: Female
Present Nationality: American

Educational Experience:

Durham Business College, Phoenix, Arizona, 1969-1970

Professional History:

Clerk Steno, Valley National Bank, Phoenix, Arizona, 1970
Statistical Typist, Joint Legislative Budget Committee, Arizona State Capitol, Phoenix, Arizona, 1971
Composer Operator, Swaine Publications, Inc., Phoenix, Arizona, 1972
Secretary-Receptionist, Hearing and Speech Center of St. Joseph County, Inc., South Bend, Indiana, 1974
MT/ST Compositor, Media Support Services, Project MORE, Bureau of Child Research, University of Kansas, Parsons State Hospital and Training Center, Parsons, Kansas, 1974-present

BARBARA STONE RAMSEY

TITLE: Research Assistant
Bureau of Child Research - P

Date of birth: September 13, 1943
Place of birth: Enid, Oklahoma

Sex: Female
Present Nationality: American

Educational Experience:

Texas Technological University, 1962-1965
Bachelor of Music Education Therapy, University of Kansas, 1969
Graduate work in Music Therapy, University of Kansas, 1969
Bachelor of Music Education, Kansas State College of Pittsburg, Music Education and Special Education, 1971

Professional History:

Music Therapy Intern, Milwaukee County Institutions, Milwaukee, Wisconsin, 1968
Music Therapy Program Director, Geriatric Patients, Moline Rest Home, Lawrence, Kansas, 1968
Music Therapy Intern, Parsons State Hospital and Training Center, Parsons, Kansas, 1969
Teacher, Elementary General Music and Junior High Elementary Strings, Independence Public Schools, Independence, Kansas, 1971-1972
Research Assistant, Bureau of Child Research, University of Kansas, Audiology, Parsons State Hospital and Training Center, Parsons, Kansas, 1973
Research Assistant, Project MORE, Bureau of Child Research, University of Kansas, Parsons State Hospital and Training Center, Parsons, Kansas, 1974-present

Memberships in Professional Organizations:

National Association of Music Therapy
National Education Association
Kansas Music Education Association

RICHARD E. SULLIVAN

TITLE: Production Assistant
Bureau of Child Research - P

Date of birth: October 1, 1943
Place of birth: Oswego, Kansas

Sex: Male
Present Nationality: American

Professional History:

Litho Composer, Sun Graphics, Inc., Parsons, Kansas, 1964-1973
Self-employed, 1973-1974
Production Assistant, Media Support Services, Project MORE, Bureau of Child Research, University of Kansas, Parsons State Hospital and Training Center, Parsons, Kansas, 1974-present

APPENDIX B

Technical Report No. 1

Project MORE

Mediated Operational Research for Education

Technical Report No. 1

February 1974

Instructional Program Evaluation:

Goodness of Fit Between Questions and Instruments

Ingo Keilitz

These Technical Reports are intended primarily for communication to and among the Project staff and their professional colleagues. Distribution is at the discretion of the Project. Quotation of or reference to these reports is permitted only with the permission of the author(s).

This report was prepared pursuant to Grant No. 0-71-0449(607) with the Bureau of Education for the Handicapped of the Office of Education, U.S. Department of Health, Education, and Welfare. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

©1974 by The University of Kansas (Project MORE)

INSTRUCTIONAL PROGRAM EVALUATION

GOODNESS OF FIT BETWEEN QUESTIONS AND INSTRUMENTS

Evaluation of instructional programs can be viewed broadly as any procedure which involves the collection of information for the purpose of answering questions or concerns. For any program evaluation activity to be effective, questions and concerns germane to program design, development, and dissemination must be framed. Specific evaluation questions will, to a large degree, dictate the design of the evaluation and serve as a screen between relevant information and irrelevant useless data. Further, the outcomes of evaluation methodologies must address the questions; otherwise evaluation results will serve no purpose.

From an operational standpoint, the framing of the major evaluation questions facing a decision maker (e.g., project director or administrator, evaluator, program developer, etc.) is the initial step in any evaluation approach. Once the evaluation questions have been framed, an evaluation methodology is initiated to answer those questions. Crucial at this stage of the evaluation design is the nature of the evaluation instruments. A poor fit between the probable information yield of the evaluation instruments (the "raw" unanalyzed answers) and the evaluation questions spells immediate trouble for the evaluation activity. Most evaluation results, even informative results, are collected and forgotten. Results which do not inform, guide, or indicate answers to relevant evaluation questions are certain to be ignored.

Evaluation instruments and procedures utilizing those instruments are inextricably linked. Nonetheless, the fit between the evaluation questions and instruments can gain considerable face validity by a close inspection of the instruments and the questions. The purpose of this report is to represent an obvious relationship between questions and instruments in Project MORE program evaluation.

Figure 1 is a schematic representation of the relationship between the six major areas of evaluation concern and the five main evaluation instruments utilized by Project MORE. Figure 1 can best be understood with reference to the exemplar instruments highlighted further in this report.

The solid lines between concerns and instruments in Figure 1 indicate a direct relationship, i.e., the instruments were designed to answer specific questions in the area of evaluation concern. Broken lines indicate a probable relationship only; data gathered by the instruments will provide suggestive answers to the question. For example, the section dealing with program steps in the Trainer Reaction Scale can elicit responses which may provide suggestions for evaluation statements concerned with the social supports necessary or sufficient for program application (see below).

MULTIPLE MEASURES

The major proposition of Project MORE evaluation efforts concern program quality. This proposition can hardly be confirmed by a singular measure such as student performance. Measures of student performance, while essential in the evaluation of program effectiveness, cannot alone adequately reflect program quality. Nor can teacher performance stand alone as the basis of evaluative statements of program worth. Determinations of shortcomings in one area of concern do not automatically pinpoint deficiencies in another area.

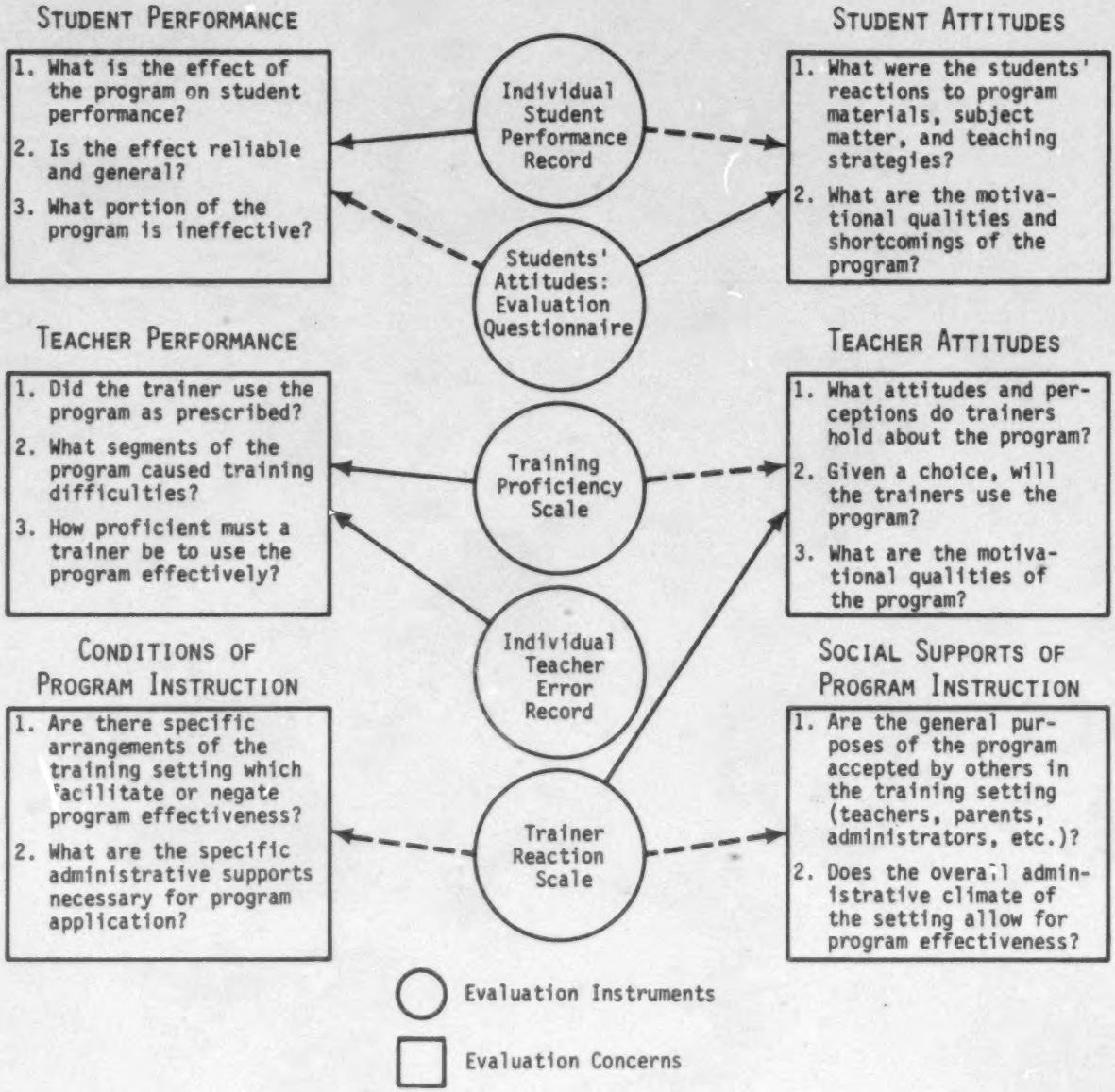

STUDENT PERFORMANCE
1. What is the effect of the program on student performance?
2. Is the effect reliable and general?
3. What portion of the program is ineffective?
STUDENT ATTITUDES
1. What were the students' reactions to program materials, subject matter, and teaching strategies?
2. What are the motivational qualities and shortcomings of the program?
Individual Student Performance Record
Students' Attitudes: Evaluation Questionnaire
TEACHER PERFORMANCE
1. Did the trainer use the program as prescribed?
2. What segments of the program caused training difficulties?
3. How proficient must a trainer be to use the program effectively?
TEACHER ATTITUDES
1. What attitudes and perceptions do trainers hold about the program?
2. Given a choice, will the trainers use the program?
3. What are the motivational qualities of the program?
Training Proficiency Scale
Individual Teacher Error Record
CONDITIONS OF PROGRAM INSTRUCTION
1. Are there specific arrangements of the training setting which facilitate or negate program effectiveness?
2. What are the specific administrative supports necessary for program application?
SOCIAL SUPPORTS OF PROGRAM INSTRUCTION
1. Are the general purposes of the program accepted by others in the training setting (teachers, parents, administrators, etc.)?
2. Does the overall administrative climate of the setting allow for program effectiveness?
Trainer Reaction Scale
Evaluation Instruments
Evaluation Concerns

Figure 1: Schematic representation of the relationship between Project MORE evaluation questions and instruments.

©1974 by The University of Kansas (Project MORE)

The interaction of trainer, student, and their attitudes toward program content and presentation, as well as the training setting itself, constitutes program use and thus also serves as the basis of Project MORE evaluation efforts. The desirability of a diversified, multiple approach to evaluation research has been stated quite succinctly by Webb, Campbell, Schwartz, and Sechrest (1966, p. 3): "Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced. . . . If a proposition can survive the onslaught of a series of imperfect measures, with all their irrelevant error, confidence should be placed in it." House (1973, p. 25) expresses a similar endorsement of a broad diversified approach when he predicts that evaluation's ". . . over-all future direction is toward greater coverage and recognition of human experience."

THE INSTRUMENTS

(1) & (2)	Individual Student Performance Record and Individual Teacher Error* Record: Samples from three programs	pp. 7-9
(3)	Training Proficiency Scale	p. 10
(4)	Trainer Reaction Scale	p. 11
(5)	Students' Attitudes: Evaluation Questionnaire	p. 13

*NOTE: Teacher errors are recorded as "TE" on the sample records depicted on the following pages.

NAIL CARE PROGRAM DATA SHEET

Unit One - Care of Fingernails

Student _____

Trainer _____

A = No Help
B = Verbal Help
C = Demonstration
D = Physical Help
X = Step not completed

	Pretest	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Get the equipment you will need																				
2. Lather your hands																				
3. Scrub the tips of the fingernails of left hand																				
4. Scrub the tips of the fingernails of right hand																				
5. Rinse the nail brush																				
6. Rinse your hands																				
7. Rinse the sink																				
8. Dry your hands																				
9. Open the nail clippers																				
10. Hold your hands over a wastebasket																				
11. Hold the clippers so you can clip a fingernail																				
12. Clip your fingernail																				
13. Use the emery board to shape your nail																				
14. Open the nail cleaner on the clippers																				
15. Clean under the nails on your left hand																				
16. Clean under the nails on your right hand																				
17. Close the clippers																				
18. Put your equipment away																				

©1974 by The University of Kansas (Project MORE)

Student _____

Teacher _____

A--No Help — Worth 3 pts.
B--Verbal Help — Worth 2 pts.
C--Demonstration — Worth No pts.
X--Did Not Perform the Step

TELEPHONE PROGRAM--DATA SHEET

UNIT I--ANSWERING THE TELEPHONE

Part I-- Person Called Not There	Date Session No.									
1. Answer the telephone										
2. Lift the receiver										
3. Hold the receiver to your head										
4. Say hello and tell who you are										
5. Listen to the caller										
6. Answer the caller										
7. Listen to the caller										
8. Say goodbye										
9. Hang up the receiver										
Part II-- Person Called There										
10. Answer the telephone										
11. Lift the receiver										
12. Hold the receiver to your head										
13. Say hello and tell who you are										
14. Listen to caller										
15. Answer the caller										
16. Put the receiver next to the telephone										
17. Go find person called										
18. Tell him he is wanted on the phone.										
Total Points										
Interobserver Reliability PO/SO										
PO/T										
SO/T										
Teacher Comments										

©1974 by The University of Kansas (Project MORE)

FEMININE HYGIENE PROGRAM -- DATA SHEET

Student _____

Trainer _____

Session _____

Date _____

	NO HELP	VERBAL HELP	DEMONSTRATION	PHYSICAL HELP
1. Pick up belt				
2. Put on belt				
3. Pick up napkin				
4. Turn blue line away				
5. Twist end of short tab				
6. Hold top of front clip				
7. Fasten short tab to clip				
8. Tuck tab end under clip				
9. Twist end of long tab				
10. Hold top of back clip				
11. Fasten long tab to clip				
12. Tuck tab end under clip				
13. Adjust napkin and belt				
14. Push belt down from hips				
15. Sit down				
16. Hold top of front clip				
17. Remove short tab from clip				
18. Hold top of back clip				
19. Remove long tab from clip				
20. Fold napkin in middle				
21. Wrap napkin				
22. Discard napkin				

©1974 by The University of Kansas (Project MORE)

Training Proficiency Scale
11-73

Project MORE
Mediated Operational Research for Education

Purpose: To evaluate proficiency in using Project MORE programs.

Instructions: For each item rate the trainer on the five point scale below.

Trainer_____ (1) never

Student_____ (2) seldom

Rater_____ (3) about half the time

Program_____ (4) most of the time

Date_____ (5) every time

BEHAVIOR	RATING
Preparation	
1. Arrived promptly for training session.	
2. Brought program to training session.	
3. Greeted student before training.	
Teaching Procedures	
4. Got student's attention before initiating training.	
5. Trained one step at a time.	
6. Trained steps in the designated sequence.	
7. Gave opportunity for occurrence of behavior before intervention.	
8. Provided verbal cues only when opportunity (7) failed.	
9. Provided verbal cues prior to visual cues.	
10. Provided concrete verbal cues rather than general ones.	
11. Provided no more than three verbal cues before proceeding to next strategy.	
12. Provided visual cues only when verbal cues failed.	
13. Provided visual cues prior to providing physical assistance.	
14. Provided clear appropriate visual cues.	
15. Provided no more than three visual cues before proceeding to next strategy.	
16. Provided physical assistance only when visual and verbal cues failed.	
17. Allowed 5 to 10 seconds for behavior to occur after each procedure.	
18. Physical assistance was given in a positive, helpful manner, not in a punitive or coersive one.	
19. Trained only behaviors listed in program.	
20. Determined appropriateness of behavior using behavioral definitions.	

BEHAVIOR	RATING
Reinforcement	
21. Provided verbal or physical reinforcement immediately after an appropriate performance.	
22. If used verbal reinforcement, stated what the student did correctly.	
23. Gave verbal reinforcement enthusiastically.	
24. Varied the nature of the verbal reinforcer.	
25. Gave physical reinforcement enthusiastically.	
26. Used both physical and verbal reinforcement.	
27. Gave reinforcement contingently.	
General	
28. Ignored inappropriate behavior not interfering with training.	
29. Handled inappropriate interfering behaviors enabling resumption of training.	
30. Spoke in clear understandable tone of voice.	
31. Used visual and verbal prompts enthusiastically.	
32. Used student's name.	
33. Interacted courteously with student.	
34. Asked about student's progress and/or kept track of student's progress.	
35. Maintained self-control even when student misbehaved.	
36. Insured student attention during training by placing self near student and/or between student and distractors.	
37. Kept student on task by not introducing irrelevant cues (e.g., conversation) during training.	
38. Demonstrated in voice and manner the importance of this task to the student.	
39. Informed student of his progress.	

Project MORE, University of Kansas, Bureau of Child Research,
Parsons State Hospital and Training Center,
Parsons, Kansas 67357

 ©1974 by The University of Kansas (Project MORE)

Trainer Reaction Scale

Project MORE
Mediated Operational Research for Education

Trainer's Name_____ Setting(s)_____

Position_____ Program_____

Date_____

Purpose: To assess trainer's attitudes, perceptions, and reactions to instructional programs.

Instructions to the trainer: Use one TRAINER REACTION SCALE for each program rated. (1) Rate instructional program on each of the items listed below by circling the appropriate number on the five-point scale. The higher the number circled the greater agreement is indicated with the description on the right side of the scale. (2) Make suggestions for improvements. Your ratings and suggested improvements will be read, analyzed, and used for program revisions.

PROGRAM STEPS

1.	Too few steps	1 2 3 4 5	Appropriate number of steps
2.	Too many steps	1 2 3 4 5	Appropriate number of steps
3.	Ambiguous, confusing	1 2 3 4 5	Clear and specific
4.	Poorly ordered	1 2 3 4 5	Well ordered
5.	Unrealistic to the training of the mentally retarded	1 2 3 4 5	Realistic to the training of the mentally retarded

Suggested Improvements for Program Steps:

TEACHING STRATEGY

6.	Described poorly	1 2 3 4 5	Clearly described
7.	Unrealistic to the training of the mentally retarded	1 2 3 4 5	Realistic to the training of the mentally retarded
8.	Difficult to follow	1 2 3 4 5	Easy to follow and remember
9.	Not enough detail	1 2 3 4 5	Described in detail
10.	Too rigid for use	1 2 3 4 5	Easily used in training
11.	Unusable without major major modifications	1 2 3 4 5	No modification necessary

Suggested Improvements for Program Steps:

DATA COLLECTION

12.	Insufficient detail provided	1 2 3 4 5	Good detail provided
13.	Interfered with training	1 2 3 4 5	Did not interfere with training

(continued on page 2)

©1974 by The University of Kansas (Project MORE)

DATA COLLECTION (continued from page 1)

14.	Data obtained unnecessary and not useful	1 2 3 4 5	Data obtained necessary and and useful
15.	Too rigid and complex	1 2 3 4 5	Simple and straightforward

Suggested Improvements for Data Collection:

PROGRAM LANGUAGE AND FORMAT

16.	Poorly organized	1 2 3 4 5	Well organized
17.	Too long or too short for topic	1 2 3 4 5	Optimal length for topic
18.	Wordy, rambling	1 2 3 4 5	Brief, concise
19.	Too formal or too informal	1 2 3 4 5	Suitable style
20.	Too many or too few illustrations	1 2 3 4 5	Appropriate number of illustrations
21.	Illustrations distracting and misleading	1 2 3 4 5	Helpful illustrations

Suggested Improvements of Program Language and Format:

OVERALL PROGRAM

22.	Ineffective	1 2 3 4 5	Highly effective
23.	Useless for my purposes	1 2 3 4 5	Very useful for my purposes
24.	Compares unfavorably with other programs dealing with the same skill	1 2 3 4 5	Better than other programs directed at the same skill
25.	Would not recommend program to others	1 2 3 4 5	Would highly recommend program to others

Suggested Improvements and Other General Comments:

GENERAL INFORMATION

26. How many students have you trained using this program?_____

27. Classify these students (check where appropriate)

Moderately retarded_____

Severely retarded_____

Other (specify)_____

28. How many years of experience do you have in teaching mentally retarded persons?_____

29. Indicate years of formal education (circle the appropriate number).

High School	1 2 3 4 5
College	1 2 3 4 5
Graduate training	1 2 3 4 5

Students' Attitudes: Evaluation Questionnaire

Instructions: It is important to evaluate students' reactions and attitudes toward program training apart from their progress in mastering the skills involved. Complete this questionnaire by answering the questions based on your personal contact and observation of students participating in program training. Write on the back of this sheet if more space is needed.

Name: _____

Role: Trainer/Teacher, Observer, Other _____

Program: _____

Number of students: _____

1. Do students have a positive reaction or attitude toward program training?

2. How did you decide that these reactions and attitudes existed? (How could you tell?)

3. Did all the students have this attitude? If not, explain.

©1974 by The University of Kansas (Project MORE)

REFERENCES

House, E. R. School evaluation: The politics and the process. Berkeley, California: McCutchan Publishing Corporation, 1973.

Webb, E. J., Campbell, D. T., Schwartz, R. D., and Sechrest, L. Unobstrusive measures: Nonreactive research in the social sciences. Chicago: Rand McNally & Company, 1966.